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ABSTRACT

This training manual was developed as a source of information about Competency-Based Adult Basic Education (CBABE) for administrators, counselors, and teachers involved in the implementation of a CBABE program. After section I provides an introduction to Brevard Community College's development of CBABE curricula, section II explains the purposes and use of the manual. Section III discusses aspects of Adult Basic Education (ABE), including the characteristics of ABE learners and undereducated adults in general; the leadership roles played by the program director, school-based administrator, ABE coordinator, counselor, and CBABE instructor/facilitator within a CBABE program; and special statewide programs to promote adult literacy in Florida. Section IV explains the differences between competency-based adult education and CBABE and offers a rationale for and critique of competency-based adult programs. Section V focuses on the CBABE curriculum, including information on the organization and adaptation of instructional materials developed by Brevard Community College as part of the CBABE project. Classroom management, discussed in section VI includes material on: (1) diagnostic and prescriptive learning, including performance standards, diagnosis, prescription, instruction, evaluation, documentation, and remediation; (2) record keeping; (3) the use and adaptation of learning guides; (4) allowances for variety in students' perceptual learning styles; and (5) special hints for the instructor/facilitator. A variety of forms, charts, self-assessment instruments, a sample student learning guide, an information sheet, and an essay on ABE reading instruction are appended to this section. Section VII considers such aspects of the CBABE as outreach, parenting instruction, and the effective use of volunteers. Staff development and management considerations are discussed in section VIII. The final section provides state standards for adult education courses, a list of acronyms, a glossary, and a CBABE pretest and posttest. (AAC)

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CBABE

COMPETENCY-BASED ADULT BASIC EDUCATION MANUAL

(Level I, 0 - 4.9 and Level II, 5 - 8)

BREVARD COMMUNITY COLLEGE
OPEN CAMPUS

AUGUST, 1988

JC 890 115

A Training Manual for CBABE Instruction and Program Management

IT'S FINISHED . . .

COMPETENCY-BASED ADULT BASIC EDUCATION (CBABE)

Curriculum Packages for

LEVEL I (0 - 4.9)

LEVEL II (5 - 8)

- Based on State Adult Basic Education CURRICULUM FRAMEWORKS & STUDENT PERFORMANCE STANDARDS
- Student Learning Guides, Pre/Posttests, Final Exams, Bibliography of Resources.
- **LEVEL I — READING, WRITING, MATHEMATICS**
- **LEVEL II — READING, WRITING, MATHEMATICS, HEALTH, CONSUMER ED., SCIENCE, SOCIAL STUDIES**
- **COMPETENCY-BASED ADULT BASIC EDUCATION MANUAL** (Level I and II) for training and program management
- **LEARNING GUIDES on IBM Computer Diskettes** with paste-ups to make your own original copies for printing and, make your own computer diskettes so that new resources and changes can be made in the curriculum at the local level.

HIGHLIGHTS OF CONTENT

- Written at readability level of student
- Emphasis on "reading in the content areas"
- Diagnostic/prescriptive with pre and posttests
- Final exams for subject area exit
- Competency Mastery Chart
- Teacher directed learning guides for Level I (0-2.9)
- Student directed learning guides for Level I & II (3-8)
- Keyed to the CBAE high school curriculum
- Helps validate student mastery and progression
- NOW, your teachers know WHAT to teach and can accurately monitor student progression!

GREAT FOR . . .

- Remediation before entry into CBAE high school (Level II)
- PRE-GED preparation
- Remediation for Minimum Student Performance Standards
- Lower level mastery for select high school completion courses
- ABE Outreach instructional program
- ABE Lab at adult centers
- Use by volunteer tutors
- Tracking and validating student progress

MAKES IT EASY TO . . .

- Train new ABE teachers and volunteers for a structured program delivery
- Provides a "packaged" program for teachers to use for instruction
- Modify the content to suit local needs

SPECIAL NOTE . . .

A minimal instructional program. Adopters need to emphasize supplemental resources to meet individual student learning styles.

WHO DEVELOPED THIS PROGRAM?

- Adult Educators representing the 5 Regions of Florida
- Brevard Community College Open Campus

These projects developed through 310 Special Demonstration & Teacher Training Project Grants, 1986-88, Department of Education, Division of Vocational, Adult & Community Education, Bureau for Adult/Community Education. Tallahassee, Florida.

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310 Special
Demonstration Project
1986-88
Brevard Community College
Open Campus

COMPETENCY-BASED ADULT BASIC EDUCATION MANUAL FOR LEVEL I (0-4.9) & Level II (5-8)

A Manual for CBABE Program Management and Staff Training

880812/grC01G-E

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Special appreciation is extended to the following adult educators for their expertise and support in the development of this 310 Special Demonstration Project to create a Competency-Based Adult Basic Education Curriculum for Level II (5-8), 1986-87 and Level I (0-4.9), 1987-88.

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COMPETENCY-BASED ADULT BASIC EDUCATION
MANUAL
FOR
Level I (0-4.9) & Level II (5-8)

Developers

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With Added Suggestions From
Executive Planning Team
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INTRODUCTION

Those with many years of experience in the field of education (whether in public school situations or adult education) realize the monumental task that the development of new curricula can be. Teachers usually receive curriculum products written by their peers or commercial companies who have recognized expertise in specific subject areas. They can adapt to their own preferences and student needs. Educationally, no curriculum is perfect to accommodate certain learning environments. Teachers have always served as the innovators of new methods and instructional materials.

With this introductory statement in mind, adult educators looking to adopt the competency-based approach to instruction might consider the CBAE curriculum developed during 1984-88 through 310 Special Demonstration Project grants and local Staff and Program Development funds at Brevard Community College.

This CBAE curriculum writing effort was not solely a Brevard project, but rather one that from its conception involved adult educators throughout the State of Florida. It grew out of major legislation enacted in 1983, affecting both the public schools and adult education. As a result in 1984-85, 18 districts and community colleges were involved in re-evaluation of program delivery methods for adult education. A CBAE Management Guide was developed by this group; and locally, a CBAE Student Services Guide was written. Because by 1985, course student performance standards for grades 9-12 were provided by the Department of Education, a local effort was initiated to write a CBAE high school curriculum. By fall of 1985, 12 courses were in draft form and Brevard set up its first CBAE instructional program. Subsequent grants during 1985-87 allowed for a CBAE Classroom Management Guide, statewide CBAE Conference, and continued writing of CBAE high school learning modules which to date total 42 courses.

The CBAE high school project was chosen by the ACE (Adult/Community Education) Networks in May, 1986 as one of ten exemplary programs in Florida, allowing for extensive dissemination and training throughout the State during 1986-87. To date, over 40 districts and community colleges have either been through training or use the curriculum through local adaptation. Seven states are currently using this material in some manner.

In 1986, Adult Basic Education Curriculum Frameworks and Student Performance Standards become available from the Bureau for Adult/Community Education and mandated in July, 1987 by the Department of Education. Two 310 grants allowed for statewide involvement in curriculum writing for CBABE Level II (1986-87) and CBAE Level I (1987-88). Seven subject areas were addressed for Level II (5-8) in reading, writing, mathematics, social studies, science, health and consumer education. Level I (0-4.9) involved reading/writing and math with emphasis on crossing content areas and life coping skills. A comprehensive CBABE Manual for Level I & II was created for use in training of staff and as an instructional reference.

This four-year endeavor has resulted in a comprehensive curriculum for adults covering grades 0-12, with four accompanying manuals that can be used for training and guides for CBAE instruction. Availability of this material and special technical assistance are explained in Section V. The adopters of this curriculum will discover many advantages and some disadvantages as outlined in this manual.

On behalf of Brevard Community College, The Open Campus, and the Bureau for Adult/Community Education, a special thank you is extended to all those marvelous and supportive adult educators, in and out of Florida, who have given of their time, expertise, creativity, hardwork, and encouragement to this CBAE curriculum project. It reflects an accurate statement that has been the theme of this effort . . . "Florida, seeking quality adult education programs."

Elizabeth Singer

Elizabeth W. Singer, Dean
Cocoa Campus Adult & Continuing Education

HOW TO USE THIS MANUAL

This manual has been created as a source of information about Competency-Based Adult Education (CBABE). It has been designed so that you can go to specific sections for information on how to implement a CBABE program.

Information is included for each of the groups that will be using this manual -- administrators, counselors, teachers. Each group can find its roles highlighted in Section III. Subsequent sections deal with the specific "How To's" for each area necessary in a CBABE program.

Also included are Pre and Post-tests for trainees, should administrators wish to provide in-service credit opportunities. This CBABE LEVEL I & II MANUAL is designed to be a comprehensive guide to accommodate individual professional growth needs. If using in a staff training workshop, it would be appropriate to assign specific sections for study prior to the workshop, such as Sections III, IV, V, and VI. By administering the Pre-Test (Appendix IX-D-24) at the beginning of the session, learning needs can be reassessed. Sections could then be selected for in-depth training.

The developers of this manual would appreciate any suggestions for improvement or corrections in content. Please complete the insert "CBABE Level I & II Manual Evaluation Form" and return as directed.

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ADULT BASIC EDUCATION (ABE)

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SECTION III

ADULT BASIC EDUCATION (ABE)

The Adult Basic Education program administered by the U.S. Office of Education was established under the Adult Education Act, 1966. This program is offered to persons who are 16 years of age and older and no longer involved in public or private supported elementary/secondary education. They have the opportunity to overcome English language difficulties and attain reading, writing, and computational skills through the 8th grade level. In recent years, this definition has emphasized the combination of basic skills and life skills within the curriculum, as well as instructional processes, to enhance adult learning and encourage program retention.

The ABE program is basically a state-operated program with the U.S. Department of Education allotting grants to states and outlying areas of the United States for the development and operation of these programs.

Each of the 50 states, the District of Columbia, and each of the outlying areas, with the exception of the Trust Territories, must provide 10% of program costs and retain total responsibility for planning, supervisory services, teacher-training, curriculum development, evaluation, and all essential services for enrollees through the 8th grade.

Adult Education programs are traditionally organized at public school sites or at community colleges. The following information may provide additional data about adults at Level I (0-4):

Level I adults are the least educated and remain hidden in their communities. They do not readily admit their lack of education and go to great lengths to avoid situations which reveal illiteracy. Census data are even suspect when accounting for the numbers of people who are illiterate within a given community. Level I adults are highly mobile and may frequently move from one community to another.

Level I adults are fearful of traditional schooling institutions where they experienced failures in the past. School buildings are places they avoid. Many times these people are parents of children experiencing the same failures and because of their own undereducation, they see no value in encouraging their children to stay in school or to achieve. They seldom come to the schools for parent conferences; perhaps in fear that their lack of basic skills will be discovered. They are often suspicious of the schools and their children are most likely to be dropouts.

Because adult centers are usually located in these same school facilities, no matter how diligent the recruiting efforts, actual enrollment of undereducated people in ABE classes at these sites is minimal. This is especially true of Level I adults.

Characteristics of ABE Learners:

Research validates the fact that there is no "typical adult learner," however, certain common characteristics and needs of the adult population have been identified. The importance of adequate knowledge and understanding of the adult learner cannot be overemphasized. Through research, actual visits to classrooms and discussions with ABE teachers, it is obvious that teachers' awareness of individual student interests, needs and goals and effective use of such information in the planning and teaching-learning process has a direct bearing upon attendance, retention and student performance. In most classes where the teacher was seen and perceived by students as a friend and helper, who cared and willingly assisted individuals in meeting their needs and goals, there was excellent attendance, fewer drop-outs and high student performance.

Adult Learners:

The following have been identified as common characteristics of adult learners:

- Adults are voluntary students.
- Adult learners are strongly oriented to immediate or short-term goals.
- Adults are often doubtful of their ability to learn.
- Adult students often have a record of academic failure.
- Many adults left school originally because they saw no real purpose in education.
- Adult students usually come to school with a definite purpose in mind.
- Adults need to acquire and retain a high degree of self-confidence and must have a feeling of success.
- Many adult students are in a state of role and responsibility transition.
- Most adults are highly concerned with peer approval.

- Adults are less likely to adopt new ways or even to try new ways.
- Adults need to see an immediate benefit to themselves in what they learn.
- Many adults are motivated to learn by problems they encounter in daily life.
- Adults usually have many experiences upon which to draw.
- Adult learners usually have outside work and family responsibilities.
- Adult students have a great need to maintain dignity.
- As adults age, they often require more time for learning tasks.
- Older adults often will experience a decrease in speed of performance and speed of reaction time.
- Adults may become more sensitive to their physicial environment as they age.
- Older students will have a lower tolerance for high and low temperatures.
- As adults age, some experience an increase in physical difficulties.
- The ability to hear and see diminishes with some of the aged.
- Adult students often have handicaps which they must overcome: physiological changes, psychological handicaps of prejudice, set patterns and habits, or fatigue resulting from a full day's work prior to class.

Undereducated Adults:

The socioeconomic characteristic most synonymous with undereducation is low income. Low educational level and low income go hand in hand. Not all undereducated adults are low income, of course, but many are. Undereducated adults tend to be somewhat alienated from the mainstream of society. They move in a cultural subgroup which condones their behavior and standards. Lacking self-confidence, undereducated adults are not self-motivated and rely heavily on the recommendations of others in their social subgroup or of professionals they respect. They are generally distrustful, suspicious and fatalistic, and these attitudes extend to new ideas and the future. Their learning style is personal, physical, pragmatic and concrete. They learn through doing, largely by trial and error. They rely heavily on nonverbal communication and may say more in gestures and facial expressions than in words. They concentrate on the here and now; therefore, they want practical solutions to their problems rather than theoretical or philosophical jargon.

The learning style of the undereducated adult dictates a hands-on activity-oriented teaching approach that does **NOT** rely heavily on formal presentation. Practice must be provided when specific skills are being learned and reinforcement must be continuous.

What are Leadership Roles within a CBABE Program?

Generally, adult education programs are organized at the local level to provide adult education leadership through a program director, counseling services, and instruction. In some programs, specific supervisors for the adult academic curriculum and adult basic education program are provided. The following leadership roles are defined in a generic format:

Program Director:

It is the role of the CBABE program director to provide:

- overall leadership to the CBABE program delivery.
- interfacing with district staff, School Board or Board of Trustees as appropriate about the CBABE program delivery.
- financial support and program auditing.
- development of job descriptions and recommendations for hiring staff.
- support of curriculum development and evaluation.
- support of trained staff to deliver the CBABE concept.

School-Based Administrator:

The adult program school-based CBABE administrator (coordinator or dean) role is to provide:

- school-based leadership to CBABE program delivery.
- appropriate facilities and learning environment suited to adult learner needs.
- recommendations for hiring staff, CBABE training, and evaluation of staff.
- appropriate CBABE instructional materials and equipment.
- planning of a school-based financial budget.

- on-going community advisory council that is also involved in program evaluation with students and staff.
- assurance of security of student records and testing.
- accurate records on students exiting with a CBABE diploma.
- accurate records on student competency mastery for adult basic and secondary level students.
- staff development training for CBABE program delivery and classroom management.
- involvement of students, staff and community in continuous CBABE program evaluation.
- program publicity to promote recruitment of students.
- innovative dropout prevent techniques.
- encouragement of professional growth of self and staff.
- liaison, as appropriate, with area school administrators or school staff.

Coordinator for CBABE:

The role of the coordinator of the Adult Basic Education program is to provide:

- recommendations of hiring of CBABE instructors.
- training of new instructors on CBABE concept, classroom management and appropriate use of materials.
- monitoring of CBABE teachers and use of curriculum.
- leadership in program, curriculum revisions.
- needs assessment and CBABE program evaluation.
- assurance of student progression through valid testing procedures and teacher record keeping.
- conduct of program publicity, recruitment and retention.
- interfacing with appropriate community agencies, business, industry, and government.
- training and placement of volunteer tutors.
- a working relationship with community literacy volunteer groups.

- assurance that the CBABE program meets guidelines for the State Literacy Plan.

Counselor:

One of the primary functions of the counseling role is to provide a climate for the student that will minimize the fear of failure and restore a sense of well being and self-esteem to the student.

There are two frequent variations for the counseling role: (1) a specialized specific counselor position as exists in an adult center location and (2) the teacher who fulfills the counselor role such as at an ABE outreach center.

The counselor role is to provide:

- intake and orientation for students entering the CBABE program.
- placement testing and advisement.
- individual student academic prescription.
- coordination with instructors in diagnostic/prescriptive learning.
- help with student and staff orientation to CBABE.
- coordination of the State Assessment Testing.
- transcript evaluation and determine needs of students.
- maintenance and security of student cumulative records in accordance with State School Board Rules.
- assistance to the school-based administrator in other areas as needed.

The teacher in the counselor role is to provide:

- intake and orientation for students entering the CBABE program.
- placement testing and advisement.

- individual student academic prescription.
- information to students about other educational avenues.
- maintenance of student progression and mastery of competencies.
- security of student records.

CBABE Instructor/Facilitator:

The instructor/facilitator of learning is the focal point of the CBABE program. Adult education has traditionally employed part-time instructors due to the nature of the program (predominantly evening hours and unpredictability in number of students enrolled) and as a means of reducing program costs. The learning facilitator is critical to the success of the CBABE process. He/she provides not only the instructional materials and guidance needed by the student, but also the human connection that can make the difference between success and failure. The attitude of the CBABE instructor/facilitator plays a key role in the delivery and success of the CBABE program.

It is the role of the CBABE instructor to provide:

- an instructional mode that is one of a facilitator of learning rather than the traditional teacher-oriented role.
- demonstrated knowledge of adult learning theory and sensitivity to clients being served.
- instruction that involves everyday survival skills incorporated with the teaching of basic skills.
- a warm and supportive, yet challenging classroom climate.
- a relaxed, but structured learning environment.
- an atmosphere of mutual cooperation and respect.
- situations to help students' self-esteem through frequent positive reinforcement.

- a room arrangement suitable for individualized instruction.
- diagnostic/prescriptive approach to learning for each student.
- a personalized learning plan for each student and a separate cumulative folder that contains information on entry, progression, and exit data.
- innovative recruitment and retention methods.
- instruction that meets individual student learning styles.
- coordination with the counselor in planning a student's program (if appropriate).
- needed staffing conferences with others (i.e., ABE Coordinator, School-based administrator, and student).
- maintenance of student progress records so that, if the instructor leaves, a new instructor can continue without interrupting student's progression.
- certification of student competency.
- participation in CBABE needs assessment and program evaluation.
- self-involvement in professional growth opportunities in the area of adult education program delivery.
- maintenance of certification in teaching (as required).

If the instructor/facilitator is at an outreach center, the responsibilities would include those functions normally covered by a separate counselor. This person most likely would be under the supervision of the ABE Coordinator.

Adult Literacy Month:

In 1985, the Governor of Florida proclaimed September as Adult Literacy Month. National organizations related to literacy have proclaimed October as adult literacy month. Local literacy providers work together through the media, business, industry, community agencies, and government to provide public awareness and program involvement of adult illiterates or functional illiterates.

Adult Literacy Volunteers:

Adult literacy volunteers are usually members of county coalitions associated with the library system within each county. There are two types of volunteer groups: The Laubach Volunteers and the Literacy Volunteers of America. Volunteers in these groups are trained to conduct one-to-one tutoring of reading to adults achieving at the 0-6 grade levels.

Centers for Adult Literacy:

In actuality, designated public supported adult education programs are "centers for adult literacy." That is their primary focus. A more narrow definition in Florida relates to legislation which created seven centers for adult literacy with start-up funds from State Lottery dollars in 1987. These seven non-instructional centers (Brevard Community College, Daytona Beach Community College, Okaloosa-Walton Community College, Miami Dade Community College, and Broward, Polk, Santa Rose counties) are to serve as models for other adult programs in the areas of recruitment, testing, counseling, placement, program promotion, publicity: establishing joint agreements for literacy with business, industry, government, community agencies and serve as a clearinghouse for literacy services with the community.

Florida Adult Literacy Plan:

This plan was initiated in January, 1988 to clarify that the State of Florida will target existing resources to assist adults who lack basic or functional literacy competencies in attaining skills, knowledge, and background necessary to positively impact their ability to become personally and economically self-sufficient through maximizing existing resources. The intent is to reduce the percent of illiteracy by 1995 to 2%. Funding to providers from the State will depend upon the provider's initiating a local plan for approval.

Project Independence:

Project Independence is legislation which gives a commitment to move welfare recipients from dependence to independence. Project Independence will provide 28,000 people with a paycheck instead of a welfare check beginning in 1987-88. This effort derives strong interaction and agreements with the educational sector to help clients overcome educational deficiencies before and during employment.

THE HIGH COST OF ILLITERACY

Estimates of the number of illiterate, and marginally literate persons in the United States, run upward of 60 million, with 2 to 3 million more literacy-disabled persons entering the workforce each year. In terms of lost wages, productivity, and dollars spent on literacy programs for adults by government, business and industry, the cost of illiteracy is estimated to run into the hundreds of billions of dollars.

The personal costs of illiteracy are inestimable in terms of the disadvantages suffered by illiterate adults and their families. Based upon males, 25 years and older, with less than an eighth grade education, the following Florida statistics relate the high cost of illiteracy to society as a whole:

- **7 billion** in foregone tax revenues at **11.8%** which is about **12** cents of each $ earned.
- **41 million** of the total **$161 million** in Aid for Families with Dependent Children (AFDC) and medical assistance programs.
- **127 million** or **25%** of **$508 million** of Florida's expense for criminal justice programs.
- U.S. Department of Education estimates (based on 1980 census) that approximately **27 million** adults are functionally illiterate.
- **$6.2 billion** lost in foregone income over their lifetime.
- **72%** of all Florida's prison inmates have not completed high school—**16%** are illiterate. Most crimes were committed out of economic need.
- **50,000** (1/3) of Florida's students dropout yearly. Almost invariably, the parents did not complete high school. **15%** are classified as illiterate. A high school dropout earns **16%** less than a graduate. An illiterate earns **36%** less.
- The Department of Labor estimates that **75%** of the unemployed lack basic skills necessary to be trained for "high tech" jobs.

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COMPETENCY-BASED ADULT EDUCATION CONCEPT

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SECTION IV

COMPETENCY-BASED ADULT EDUCATION CONCEPT

Exactly What is CBAE and CBABE?

Competency-based adult education (CBAE) has been called a lot of things: It has been described as performance-based learning, mastery learning, criterion-referenced learning, and individualized instruction. It can, and should, be all of these.

Although everyone seems to be in favor of it, there are many different conceptions of what constitutes an ideal CBAE program. An article in the Florida Vocational Journal (November/December 1986) pinpointed this fuzziness of definition as one of the major obstacles in implementing competency-based programs. According to the USDOE Invitational Workshop on Adult Competency Education,

> Competency-based education is a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society.

Although this is probably the most widely accepted definition, it is a bit much to swallow in one sentence.

A quick overview of CBAE involves looking at eight major areas: focus, instuctor's role, learner's role, objectives, needs assessment, instruction, measurement, and time required for testing.

FOCUS: CBAE focuses on academic skills and life skills. While students are learning to use percentages, for example, they are applying this knowledge to a realistic life context, such as figuring discounts on merchandise. Banking skills are incorporated in mathematics instruction. Letter-writing might be taught through writing a letter of application or a complaint. These curriculum materials incorporate all of the academic and life skills listed in Florida's state-mandated performance standards and competencies.

INSTRUCTOR'S ROLE The instructor acts primarily as a facilitator of learning rather than as a teacher. The learning facilitator recommends learning activities based on test outcomes, suggests materials, responds to questions, scores tests, gives feedback, and keeps records. He/she may teach a difficult or especially interesting point to an individual, a small group, or perhaps even occasionally the entire class, but most of the time students are working at their own pace individually or in small groups.

LEARNER'S ROLE: The students accept responsibility for their own learning. They become familiar with the system and the location of materials. They participate in setting goals for their progress and maintain their own copy of the Competency Mastery Chart Check Sheet (Appendix IV-A). They agree to work on their own, but they also agree to seek help rather than being blocked when they encounter something that is difficult for them.

OBJECTIVES: The learning objectives are measureable and they are specified up front, with measurement criteria fully explained. For example, an objective might be: "Upon completion of this guide, the learner will be able to complete 10 simple percentage problems with 90% accuracy." In most CBAE programs, the objectives are jointly determined by the learner and the facilitator. For these adult basic education materials, the basic competencies and performance standards are state-mandated. Others may be added to accommodate individual needs or interests. The learner may also be given the opportunity to choose the order in which he or she addresses the basic objectives.

NEEDS ASSESSMENT: Needs assessment is continuous in CBAE. The learner is assessed before beginning the program to determine readiness and areas of weakness and strength. Reading level is especially important. Students who are reading below the fifth grade level should not be asked to use these materials until they have received remedial instruction.

Once involved in the program, learners take the pretest before they begin each learning guide; the practice test or self-check when they believe they have attained the competencies in the guide; and the post-test after successfully completing the self-check. At any point the facilitator can use the assessment as a basis for prescribing remedial materials or enrichment materials as needed.

INSTRUCTION: Instruction is individualized, with each student completing only the activities which the pre-test shows that he or she needs to achieve mastery. Ideally, several choices of learning activities appropriate for a variety of learning styles are available. You are by no means limited to the activities listed in the learning guide. They are simply a beginning.

MEASUREMENT: Tests are criterion-referenced, not norm-referenced. Each learner's achievement is measured against the pre-set standard, not against the performance of others. There is no "curve" in CBAE.

TIME REQUIRED FOR MASTERY: The time required to successfully complete the learning guides is variable. Each learner works at his or her own pace. A student with a strong background may complete a unit a day. Another may require several days.

In summary, in a CBAE program, adults can enter a course of study at any time, progress through specified performance standards course by course and exit by examination as soon as the performance standards are met.

CBABE - In Comparison To CBAE, how does CBABE differ?

Competency-based adult basic education (CBABE) is a specialized aspect of CBAE that emphasizes Level 1 (grades 0-4.9) and Level 2 (5.0-8). As such, all of the same information applies, however, because students are generally unable to read sufficiently to function on their own, there is a much greater demand for assistance by a teacher. Therefore, teachers must insure that they are constantly interacting with students and that they are reading materials at an appropriate level.

WHY CBAE AND CBABE?

Obviously, Florida is making a major commitment toward promoting and establishing competency-based adult education programs. Understanding some of the reasons behind this movement provide a helpful background for the facilitator in a competency-based classroom.

Competency-based education in adult high school programs received major impetus from the RAISE bill. This bill, passed by the Florida Legislature in 1984, requires that to receive credit for a high school course, a student must spend 135 hours in class or meet the course performance standards in a competency-based program. This legislation became effective in September, 1985, and applies to all high school credit programs, including adult programs. The RAISE bill is not the only reason for establishing a CBAE program. (However, these materials for Adult Basic Education might never have been developed without this mandate.) Competency-based programs also solve many of the problems of open-entry, open-exit policies so essential to the success of adult programs. Students who walk in the door do not have to wait until the beginning of the next class cycle. They can begin immediately, using materials which are already available. The teacher or student can simply walk to the file cabinet and choose appropriate activities for the student's chosen subject and reading level.

Competency-based programs, properly conducted, promote more individualized instruction. As already mentioned, learners can choose which of their learning needs to address first; they do not have to work on some preordained schedule. They may choose to postpone a topic which has been very difficult for them in the past, for example, by opting to begin working on an area of special interest to them. Once they have become accustomed to the system and have attained some success, they will be better prepared to tackle areas that have been a problem for them previously. As mentioned before, the facilitator should also use the pretest as a basis for recommending activities. In many cases, the pretest may show a weakness only in one specific aspect of a targeted competency. In this case, only activities related to that aspect would be assigned. Activities will not always be broken down in ways that meet an individual student's specific needs, but this guideline should be followed whenever possible. Ideally, activities can often be assigned to complement individual student's learning styles. Once again, these materials are only a beginning, and do not necessarily provide activities appropriate for a wide range of learning styles, but this is your opportunity to insert activities you have developed over the years or use audiovisual materials and software you may have on hand. The more variety of ways you have of presenting any material, the more likely it is that your learners will master it.

Another major benefit of competency-based programs is that they help students develop skills for lifelong learning. Rather than listening to an instructor continuously, the learner is encouraged to learn on his or her own and to take on more responsibility, at least in the areas of choosing the sequence of learning, the pace, and, in some cases, the number of hours of learning. Granted, this is still far from the self-directed learning the adult student will need to do in order to solve life problems and continue learning outside of the classroom, but this approach does develop a greater sense of self-responsibility and self-sufficiency in learning than the traditional classroom approach.*

Because of all of these advantages and because prepared competency-based materials insure that teachers are not overburdened by trying to individually develop comprehensive programs for their students from the ground up, competency-based approaches have proven to be very effective. A listing of recent research findings is presented in Figure IV-A. These findings highlight the effectiveness of competency-based education.

The competency-based approach to education is a very rewarding way to work with adult learners. It is an efficient and effective answer to the need for individualized instruction and a solution to the problems created by open-entry, open-exit programs. Because it is firmly based on diagnosis and prescription, it is ideal for adult learners, who come in with a wide range of skill, knowledge, and experience.

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*A series of modules designed to increase adult students' readiness for self-directed learning has been developed using 310 funds. For information, contact Dr. Lucy M. Guglielmino, Adult Education Office, Florida Atlantic University, Boca Raton, Florida 33431.

FIGURE IV-A

What does recent research reveal about the effectiveness of CBAE?*

1. Students learn more.
2. They retain it longer.
3. They learn more quickly.
4. Students overwhelmingly prefer it.
5. More instructor-student interaction is possible.
6. CBAE costs less to operate.
7. More students excel.
8. Fewer students fail.
9. Test anxiety is reduced.
10. CBAE promotes articulation.
11. Use of staff is more efficient.
12. All involved know what is to be learned.
13. More accountability is possible.
14. Students spend more time on task.
15. CBAE fosters student cooperation rather than competition.
16. There is less variation in learning outcomes among students.
17. Instructors spend more time with individual students.
18. Almost any training program can be structured this way.
19. Various learning rates and styles can be accommodated.
20. Use of facility is more efficient.
21. Needs of special learners can be met more effectively.
22. CBAE promotes open-entry, open-exit operation.

23. CBAE fosters student responsibility and self-reliance.

24. Students receive frequent feedback on performance.

25. Fewer duplicate pieces of equipment and tools are needed.

26. Students learn theory when they need it and can apply it.

27. Programs can respond more quickly to changes in technology.

28. All students have access to accurate, complete instruction, but can skip over tasks they have already mastered.

29. Graduates exit with higher levels of competence.

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*This list is adapted from materials prepared by Dr. Bill Blank of the University of South Florida.

APPENDIX IV-A "What is CBAE?" and Appendix IV-B "The Romance of Competency-Based Adult Basic Education" by James T. Parker are articles that provide additional elaboration and background information about competency-based.

APPENDIX IV-A

WHAT IS CBAE?

Introduction:

The purpose of this 310 Special Demonstration Project was not to redefine "What CBAE is," but rather to take the definitions already developed and apply these defintions to a uniform model based on CBAE programs currently being offered in Florida. The following discussion was taken from "Why CBAE?" by Stiles, Tibbitts, and Westby-Gibson (1977) and "CBE WISE Competency-Based Education Workshop Instruction and Self Education" (1977), both published by the Northwest Regional Educational Laboratory.

One widely used definition of CBAE is: "A performance based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society." (National Center for Education Statistics, 1980, p. 80). According to Tibbitts and Westby-Gibson, the most significant and common elements in defining of CBAE are:

- The measurement of success is demonstrated learning rather than putting in time. Students progress through instructional sequences at their own rate and not by fixed or predetermined seat-time schedules.
- The specified competency is carefully identified, verified, and made known in advance to all those concerned: the community, the staff, and most importantly, the student.
- The standards for successful performance are clearly stated and openly shared with all parties so they will know what degree or level of learning must be demonstrated for success (or competency).

- Prior learning or achievement is determined and accounted for in developing each student's educational program.
- When teaching academic skills, learning centers around life roles, enabling transfer and actual application of learning to be demonstrated. (Tibbitts & Westby-Gibson, 1983, pp. 0-1).

"CBE WISE" gives a more detailed description of "competence" by saying that to be competent is to be able to perform a specified activity well. Such activities often are complex rather than simple, and what is meant by "well" is either implicity understood or explicitly defined depending on the formality of the system. In either case, generally there will be agreement regarding whether or not competence has been demonstrated. In order to demonstrate competence in a complex activity, an individual must master a specific combination of knowledge and skills. Mastery of an individual skill is not the equivalent of competence in a larger complex activity. This concept of competence is consistent with the definition offered by Gale and Pol (1975). Gale and Pol (1975, p. 21) maintain that "Competence is the quality of being functionally adequate in performing tasks and assuming the role of a specified position (for instance, instructional designer) with the requisite knowledge, ability, capability, skill, judgment, attitudes, and values."

To apply the above definition, the educator must consider the purpose and goals of education. Adult Basic Education (ABE), for example, has among its goals that of helping adults become skillful and knowledgeable consumers. Much knowledge must be acquired and many skills mastered before an adult can demonstrate consumer competencies, including knowledge of consumer rights under the law and skills of comparison shopping. Some of the required knowledge and skills will have been mastered prior to entering the ABE program.

The function of the program, therefore, according to "CBE WISE," is to:

- Specify what knowledge and skills must be mastered to achieve competence;
- Determine which knowledge and skills already have been mastered by the student;
- Facilitate the student's mastery of the remaining knowledge and skills; and,
- Provide a means by which the student may demonstrate competence.

Some programs also include a system for certifying competence as a matter of record.

Stiles, Tibbitts, and Westby-Gibson (1977) provide specific elements of a CBAE Program:

- The agency's philosophy statement reflects a competency-based instructional approach as well as goal specifications agreed upon by representatives of the community, the agency staff, and the students concerned.
- The process for placing, monitoring, and certifying student competence is congruent with the program's philosophy and goals.
- Individualization of instruction is based on relevant assessment such as pre/post testing of competency attainment and not on what others in a group are achieving.

- Instruction is frequently developed in modules and sometimes packaged in development sequences.
- Program participating is on an open entry/open exit basis.

Summarized, a CBAE program has the following:

- Agency and Community Commitment to CBAE
- A Certification Process
- A Measurement Process
- Developmental Instruction
- Skills Application to Real Life
- Time Flexibility (pp. 0-3).

Because assessment, placement, and instruction are integral components of CBAE, it is essential that management, guidance personnel, and instructors work closely together, often as teams.

To illustrate some of the major differences between competency-based and conventional programs, Figure IV-B is presented in chart form detailing the characteristics as provided by Stiles, Tibbitts, and Westby-Gibson (1983, pp. 0-3).

There are some major advantages to having a CBAE program instead of a conventional program. The emphasis of CBAE on students achieving their goals at their own pace without sitting through instruction of already known material, makes this approach especially attractive to adult students.

FIGURE IV-B

PROGRAM CHARACTERISTICS OF CONVENTIONAL AND CBAE PROGRAMS

Program Characteristics	Conventional Programs	CBAE Programs
1. Desired outcomes	Non-specific, not necessarily measurable; typically goal-level statements	Specific, measureable statements; typically at an objective level
2. Instructional content	Subject-matter based	Outcome or competence based
3. Amount of time provided for instruction	Fixed units of time, i.e., semester, term	Continued until learner demonstrates mastery
4. Mode of Instruction	Emphasis on instructor presentation	Emphasis on instructor as facilitator of student performance
5. Instruction based on	What teacher is able and likes to teach	What the student wants and needs to learn
6. Instructional material	Single sources of material	Multiple texts and media
7. Reporting performance results	Delayed feedback	Immediate feedback understandable to student
8. Pacing of instruction	Teacher or group paced	Individually paced
9. Testing	Norm referenced	Criterion (objective) referenced
10. Exit criteria	Final tests and grades	Student demonstration of competence

Often the first-time students see education as real, specific, and attainable. This idea is further supported by Fred Keller in his Personalized System of Instruction (PSI) which he touted during the 1960s. PSI is CBAE. Keller says, in an interview conducted for Psychology Today, that there is trouble with group instruction" ...learning is an individual phenomenon, not a group phenomenon. The traditional group method assumes that all the students in a given class are much the same. But everyone knows this isn't true. Some students will move quickly through the material; others more slowly." (Cited in Chance, 1984, p.44).

In addition to fostering more positive student perceptions than conventional programs, CBAE's individualized programs make it much easier for students to complete a program. They are not "locked in" to the movement of a whole class whose instruction is often aimed only at the middle range of student abilities (achievement).

Likewise, the general public, including community groups, can more easily understand the program because of its specificity as opposed to the usual "hoped for" results. Employers have already endorsed the competency-based concept. It is, after all, very close to what they desire for their own training programs. As one industrial official noted: "At last I've found educators who are speaking my language of specified outcomes rather than the usual vague educationese."

CBAE Criticism Refuted

In answer to criticism of CBE programs achieving only minimum competencies and not encouraging students to develop their full potential, Stiles et al. (1977) maintain that CBAE not only encourages, but facilitates students in moving as quickly as they are able through as many levels as they wish in an individualized process. It is important to note that students begin at their own ability (achievement) level with content related to their own goals. These goals are often broadened as students progress--especially if the program has identified effective guidance roles. To do otherwise would be educational suicide for the system. As most people involved with adult education know, if students find that their own immediate goals are not addressed, they will shortly leave the program.

Another easily dispelled criticism is that once students are allowed to move at their own pace, there will not be a sufficient number of students left to generate the necessary average daily attendance (Full-time Equivalency: FTE) to maintain the program. Programs of CBAE have been in effect in California (and Florida) long enough to have produced ample evidence that just the opposite occurs. The reasons why are not clear. But program managers believe that FTE is maintained as a result of student satisfaction with achievable goals and the accompanying improvement of instruction. The resultant word-of-mouth advertising seems to increase student enrollment. Open entry also enhances attendance records.

It is important at this point to clarify "what CBAE is not." Many critics, including educators, confuse competency-based education with other similarly appearing concepts. For example: CBAE is NOT the same as competency testing.

Programs designed to achieve these minimal competencies (Florida's Minimum Student Performance Standards) do not necessarily constitute a competency-based program. Minimum competency testing shifts the emphasis from a focus on teaching to a focus on testing. CBAE, on the other hand, maintains a balanced emphasis on assessment, teaching, management, and guidance. It is a total program not a testing program. (Tibbitts & Westby-Gibson, 1983).

The adoption of CBAE is a commitment to an integrated and systematic planning, implementing, and evaluating of the educational process. CBAE IS NOT...

- the use of a few isolated competency-based instructional modules unrelated to individualized student goals or community needs.
- merely using part of a competency-based module such as a pretest or post-test.
- adapting a set of competency-based learning materials for classroom use.

CBAE as it is defined here is a **TOTAL PROGRAM.**

In summary, CBAE provides five elements which are as follows:

1. **OUTCOME GOALS** which refer to measurable competency in the performance of life role activities.
2. **TIME FLEXIBILITY** refers to the time necessary for an individual to achieve competence in an outcome goal. The time

required to achieve and demonstrate competence should be of little concern to anyone, except perhaps the student.

3. **INSTRUCTION** refers to a variety of experiences and activities which an adult may choose to gain competency in performing outcome goals.

4. **MEASUREMENT** means established criteria for the competence of student performance of outcome goals. The criteria for measurement should be stated explicity in the outcome. For each outcome, the student must know what needs to be demonstrated.

5. **CERTIFICATION AND PROGRAM ADAPTABILITY** are processes of verifying and recording the fact that certain competencies or outcomes have been successfully demonstrated. When other criteria such as attendance, or compiling credit or grades are used, the program is not fully competency-based. (Tibbits & Westby-Gibson, 1983, pp. 0-5).

CBAE is a process for meeting current students' needs. The strengths and weaknesses of the CBAE program can be evaluated by examining (1) the appropriateness of the outcome goals relative to student needs, and (2) student performance relative to outcome goals. Program changes may be made as indicated.

Part of a discussion with Keller (Chance, 1984) is presented here in an attempt to provide a comparison of a competency-based system with the traditional public school system:

INTERVIEW BRIEF...Paul Chance with Fred Keller:

Chance: "O.K. Let me see if I can summarize what American education would look like if Fred Keller had his way: Schools would be radically different from what they are now. Students would not spend much time in groups, listening to lectures or watching demonstrations. They would be reading, solving problems, doing excercises, taking tests, meeting with proctors or the instructor. Completing a course would mean mastering the course content, not merely scraping by. The student would proceed through a course, one unit at a time, and then go on to another course, and then drop out of sight for a while, or he might go right on to the next course. There would be no grades, no normal curves, no comparing one student with another. The student's transcript would merely be a listing of the units, or perhaps courses, completed."

Keller: "They would be catalogues, really. Catalogues of student achievement."

Chance: "Have I given a fair description of your plan?"

Keller: "Yes. I'd be happy with that."

Chance: "And the only thing that's keeping us from implementing the program is..."

Keller: "The force of tradition. We've built a structure around group instruction to serve and protect it."

Chance: "You sound very pessimistic."

Keller: "Well, it's a time for pessimism. Look at what the recent reports on education have recommended: Lengthen the school day and the school year."

Chance: "Yes. What we're doing now isn't working, so let's do more of it."

Keller: "Amazing. But what do they recommend to improve teaching? What do they say about making learning more interesting, more effective, less fraught with failure? Very little. We have an alternative. We know it will work, and that it will avoid many of the problems associated with group instruction. But we aren't willing to make the necessary changes in the educational institution." (Chance, 1984, pp. 47-48).

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APPENDIX IV-B

THE ROMANCE OF COMPETENCY-BASED ADULT EDUCATION

James T. Parker

Romanticism was a movement in literature, art, and music that began in the late 18th century, reaching its height in the 19th century. It began as a revolt against Classicism, which emphasized formal style, bound by strict rules of composition and sharp limitations on subject matter. Romantic works, by contrast, emphasize expression of feeling and imagination, rather than form. Romanticism is associated with revolution (the American Revolution was influenced by it) and freedom. With vision and ideals. And definitely with change.

Competency-Based Adult Education and the adoption of a unique program like the California Adult Student Assessment System imply that change is needed in Adult Basic Education. Why? Because conventional forms of ABE tend to be...

- focused on, and limited by, subject matter. They often cannot deal with individual learner's life needs.
- non-accountable to adult learners. They measure "outcomes" in terms of units of time and cost-per-head.
- restricted in the materials they use. Some require all learners to use the same instructional materials... ... whatever their learning styles.

(This paper was adapted from a presentation at the Maryland CASAS Adoption Workshop in Easton, MD on August 7, 1984.)

Still you hear the old adage: "If it ain't broke, don't fix it." I prefer the philosophy of Chuck (Right Stuff) Yeager: "Never wait for trouble." Actually, the recognition that something was "broke" was announced in 1970 when Adult Performance Level research was commissioned.

Organization development types have an interesting perspective on the nature of change. Their research indicates that, when faced with planned change, about one-third of the people to be involved readily accept the change. Another one-third are skeptical...they want to know why it is needed, and how it will affect them personally. Over time, however, they accept the change. They may become its greatest advocates...once their questions are answered and their fears overcome. Then there are the remaining one-third that never really accept change. They either are let go, move on to other jobs, or (and this is the saddest part) just hang around, making everyone miserable with their criticism, gripes, and inaction.

However, a change to CBAE does not mean that everything will be brand new. Many principles of CBAE have been with us for quite a few years...known as "Mastery Learning," "Performance-Based Education," "Life Skills," and so on. CBE is standard fare for medical training, many adult vocational programs, and technical professions. Now, even nontraditional "romantics" of adult education like continuing educators have embraced competency-based principles. The Council on the Continuing Education Unit has developed and endorsed "Principles of Good Practice in Continuing Education." Let's compare their principles with those "Elements of CBAE" published nationally in 1980 by our professional organizations: NAPCAE and the ABE Commission. With the exception of two administrative items, and statements on staffing and learning environment that were not covered by the CBAE Elements, the continuing education principles are very similar to those professed by competency-based adult educators. See Figure IV-C for the comparison chart.

FIGURE IV-C
COMPARISON CHART

PRINCIPLES OF GOOD PRACTICE IN CONTINUING EDUCATION	CRITICAL ELEMENTS OF CBAE
The statements of intended learning outcomes of a continuing education program/activity focus on learning that can be applied by the learner to situations beyond the boundaries of the learning environment.	PHILOSOPHY - CBAE is built on adult learning principles, including the interaction of life activities with learning processes.
Sponsors of providers of continuing education programs/activities utilize appropriate processes to define and analyze the issue(s) or problem(s) of individuals, groups, and organizations for the purpose of determining learning needs.	DIAGNOSIS - Measurement of individual skills and needs recognizes and builds on adult experiences.
The continuing education provider's promotion and advertising provide full and accurate disclosures about its programs, services, and fees. Each continuing education provider has a clearly stated, written statement of its mission, which is available to the publics served. The continuing education provider has clear and concise written statements of intended learning outcomes for the continuing education program/activity.	OBJECTIVES - Intended outcomes are publicly stated and agreed upon by facilitator and learner, reflecting the adult's needs and wants.

FIGURE IV-C
COMPARISON CHART (Continued)

PRINCIPLES OF GOOD PRACTICE IN CONTINUING EDUCATION	CRITICAL ELEMENTS OF CBAE
Learning experiences are designed to facilitate the role of the learner and are organized in such a manner as to provide for appropriate continuity, sequencing, and integration of the program/activity to achieve the specified learning outcomes.	
The statements of intended learning outcomes of a continuing education program/activity determine the selection of instructional strategies, instructional materials, media and other learning technology, and create an appropriate learning environment.	LEARNING STRATEGIES - A variety of learning methods are available to reach an individual's goal.
When a continuing education program consists of several interrelated activities, courses, seminars, and workshops, the contribution of the intended learning outcomes of each to the total program is clearly designated.	
Continuing education programs/activities are evaluated through assessment of learner's performance in terms of intended learning outcomes.	ASSESSMENT - Multiple assessment techniques are utilized for the demonstration of competency, and as data for modification of program processes.
Program content, instructional materials, and delivery processes are relevant and timely for achieving intended learning outcomes.	FLEXIBLE TIME - Since competency is the intended outcome, sufficient time for mastery is made available.
	RELATIVITY - Competency changes as the world changes. CBAE programs need to change if they are to maintain accountability.
The continuing education provider makes available to participants recognition and documentation of achievement of learning outcomes specified for the continuing education program/activity.	RECOGNITION - Formal recognition of attained competency is presented to the adult learner.

I offer this comparison for three reasons. First, some ABE staff work with, or are in some way associated with, continuing adult educators. It's nice to know that their leaders are in step with us. It gives us all a "common language," and common goals. This can be helpful in gaining institutional and collegial support for CBAE. Second, Adult Education is growing up. It is becoming more responsible to the organizations that support it, and most importantly, to adult learners. Finally, these principles are a reminder that we are not alone; that competency-based education is gaining respect among educational leaders. We share the leading edge of a revolution in education.

This has not happened over night. CBAE has a relatively long history of development in Adult Basic Education. Fourteen years is long, considering the fact that the national ABE program is itself only 20 years old. These 14 years can be portrayed in four phases:

I. Developmental Phase 1970 to 1975

During this period the Adult Performance Level research was commissioned by the U.S. Office of Education, and the APL Project conducted, and reported the results of, its national survey of adult functional competency. The New York State External Diploma Program was developed, and graduated its first "class." The Adkins Life Skills Program/ Employability Skills Series was also developed and piloted. As APL data became available to adult educators, a few states explored the use of the competency items.

II. First Wave 1976 to 1978

This phase began with a BANG as adult educators, the press and public reacted to the announcement of the APL findings. The subsequent flurry of activity included in a meeting of state directors of ABE in Dallas to deal with APL issues and opportunities. States began to develop curriculum and program manuals for implementing APL-based instruction. The first two field-generated CBAE conferences were conducted in San Francisco and Austin. The phase closed with a second U.S. Office of Education conference which provided direction, further research and development, and a national definition of CBAE.

III. Implementation/Incubation Phase 1979 to 1983

While a few states pressed forward in their statewide development of CBAE systems, most states entered an "incubation" stage, with limited and erratic implementation. Many states in this period seemed also to consider the development of a curriculum guide (accompanied by some staff training) as their best possible implementation of CBAE. These states did not attempt to develop and put in place a process or system of CBAE to assure statewide impact. This Phase also began a new "nationalization" of CBAE, evidenced by the birth of a professional organization--the ACE Committee--and the national validation and dissemination of the New York External Diploma Program, the APL Program, and Project CLASS. A number of books and articles on CBAE were also published for a national audience.

New Wave 1984 and Beyond

With the national validation and funding of the California Adult Student Assessment System (CASAS), the CBAE movement has its most recent (and perhaps best) opportunity to reform the practice and process of adult basic education. Early indicators are promising. Maryland has committed its next three years to the adoption of CASAS on a statewide basis. Many other states, primarily in the East and Far West, have shown interest in adoptions. Unless there is a drastic change in the national legislation or funding of ABE in 1985, the variety of CBAE resources and processes developed over the years should have a impact on the field for at least the next five years.

CSAS Adoption Workshop is important for a number of reasons. Participants are exposed to, and actually help create a lot of the "stuff" (the right stuff) to enable them to plan and implement CBAE programs. They experience the excitement and romance of self development. Both are important to participants as they grow professionally, improve their local programs, and perhaps even influence the ABE program statewide. But it's bigger than that. In adopting CASAS, a state or local program undertakes an important experiment in the improvement of Adult Education. It's an opportunity. An adventure. A challenge. A challenge to develop a system that will lead Adult Education into a progressive future. And, by example, lead adult educators and their programs towards an acceptance of CBAE.

SECTION V

CBABE CURRICULUM

How are the CBABE Materials Organized? V-1

Figure V-A Organization Flow Chart for Learning Guides . . V-3

General Information About Material V-6

Adapting the CBABE Curriculum Ordering Learning Resources V-8

Managing Materials V-9

Appendix V-A - How to Order the CBABE Curriculum V-A-1

SECTION V

How are the CBABE Materials Organized?

Each course for the Florida Adult Basic Education Program, Levels I and II has been written to meet the Florida ABE Curriculum Frameworks and individual Student Performance Standards, which incorporate both academic and life skills. There are three courses for CBABE Level I (0-4.9): READING, WRITING, and MATHEMATICS. For CBABE Level II (5-8), there are seven courses: READING, WRITING, MATHEMATICS, CONSUMER EDUCATION, HEALTH, SCIENCE, AND SOCIAL STUDIES.

Course Packages:

Each course package contains the following materials:

- A copy of the course curriculum frameworks and performance standards.
- A bibliography of all resources used to write the individual guides.
- A pre-test for each student learning guide.
- Learning activities to address the performance standard(s) targeted to the guide.
- A self-check for student self-assessment after completing the learning activities.
- A post-test for each learning guide.
- Subject area examination (optional use).

The CBABE Level I (0-2.9) learning guides are called "Teacher-Directed Learning Guides." The format remains the same, but the teacher is in charge of guiding the student's learning activities.

The CBABE Level I (3-4) are student-directed learning guides. CBABE Level II (5-8) subjects are all individual student learning guides and written at the student's readability level.

Learning Guide Format:

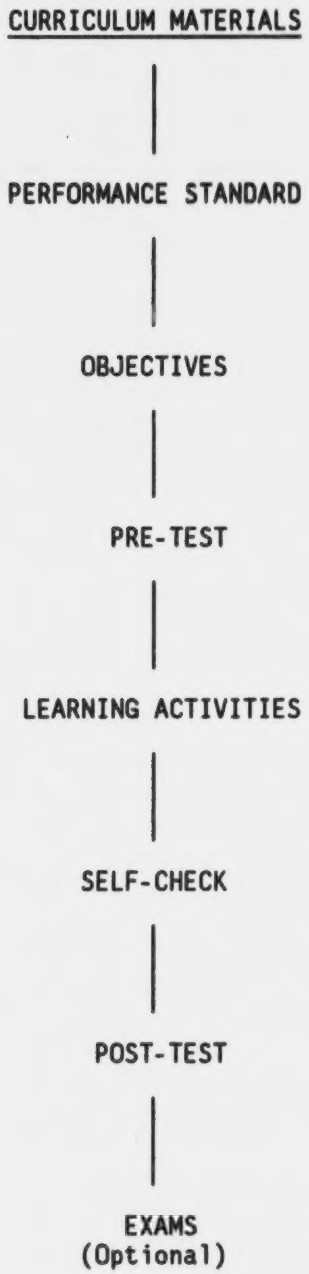
The learning guides are instructional packets that guide each student individually through the learning process to meet the performance standard. In most cases, there is one guide per performance standard. In CBABE Level I, performance standards may have been combined for pre-competency testing, rather than one test for each standard. See Figure V-A page V-3 for a copy of the organization flow chart for the learning guides.

The first page of each learning guide contains the following information:

1. Identifying information
    - Subject area
    - Course code directory title and number
    - Performance standard number.
2. The performance standard or competency which this module is designed to develop.
3. An introduction, which briefly explains the purpose of the guide, why it is important, and what the student will learn.
4. Prerequisities.
5. Laboratory activities (if applicable).

FIGURE V-A

ORGANIZATIONAL FLOW CHART FOR LEARNING GUIDES


CURRICULUM MATERIALS
PERFORMANCE STANDARD
OBJECTIVES
PRE-TEST
LEARNING ACTIVITIES
SELF-CHECK
POST-TEST
EXAMS
(Optional)

6. Performance objectives
    - Conditions (the given)
    - Performance (what will be done)
    - Criterion (how well).

An example of a performance objective might be, "Given 10 problems involving the multiplication of fractions (conditions), the student will be able to complete them (performance) with 90% accuracy (criterion).

On page two of the guide, Learning Experiences becomes the heart of the guide. On this page are:

1. The performance standard (repeated for easy reference).
2. Learning activities and resources--specific instructions for what to do and which materials to use. The facilitator will recommend to the learner some of these activities to complete, based on pre-test results. Examples of learning activities might be to read a passage and answer questions, complete a lab assignment, view an audiovisual presentation, or prepare a speech. Normally the learning activities will include presentation of material, practice in applying it, and feedback on how well the work was done.
3. Special instructions--which could be necessary information such as the order in which activities should be scheduled, where special materials are located, or when to ask the facilitator to assist in arranging for a group exercise.

Instruction Sheet:

The Instruction Sheet may not appear in every learning guide. If one is used, it will be referred to in one of the learning activities. Instruction sheets may contain graphics or pictures to clarify a process or concept being presented. They may provide detailed instructions for a writing assignment or lab assignment; they may present a checklist for evaluating a task the learner has been asked to do.

In CBABE Level I, a section at the bottom of the Learning Activities page allows for supplemental materials to be added. Emphasis here in learning activities should be meet individual student learning styles. CBABE facilitators are encouraged to supplement the contents of these learning guides with additional resources and not depend on the contents of the guides to provide all the instruction that is needed by the student.

Self-Check:

The Self-Check gives the learners a chance to measure their progress before taking the post-test on a learning guide. They complete it and grade it themselves, using the Self-Check Answer Key on the next page of the guide. No grade is recorded. It is important that they check themselves fairly. If they look ahead at the answer key or skip items, they may think they are ready for the post-test when they actually need more study. The facilitator asks students to share the results of their self-checks. Then the facilitator can have them move on to the post-test or prescribe additional learning activities.

Tests:

Pre-tests and post-tests will be packaged separately from the other materials, since they will need to kept in a locked file accessible only to staff. They usually consist of at least 10 questions in a multiple-choice or matching format. The facilitator is encouraged to develop additional tests for each performance standard.

General Information about Materials:

Basic to the CBABE Level II (5-8) are the READING, WRITING, and MATHEMATICS learning guides. The CONSUMER ECONOMICS, HEALTH, SOCIAL STUDIES, and SCIENCE modules build on reading comprehension and math skills. Cross references of student performance standards based on student interest can occur in these latter subject areas.

- Consumer Economics and health can accommodate low reading and math skills and are excellent motivator courses. Science and social studies are geared to a higher reading level (7-8). These modules are good for PRE-G.E.D. or for remediation of students having difficulty with the CBAE high school curriculum in science and social studies.
- The CBABE Level II program is intended to raise the grade level of students quickly for entry into G.E.D. preparation and CBAE high school completion courses.
- Since many students in the CBAE high school program are seeking credit, the CBABE Level II learning guides can be used to validate competencies at a lower level and award credit. However, this should be accomplished using the appropriate State Course Code Directory number for the credit course.
- The CBABE Level II program was designed specifically to accompany the CBAE high school completion program with similar formatting so that students can experience consistency in learning and progression.
- The CBABE Level I is also designed in a format that is consistent with Level II with the exception of the "Teacher-Directed Learning Guides" for Level I (0-2.9).

- The CBABE program is also intended to meet the needs of students who tend to drop out or become discouraged with G.E.D. prep and CBAE high school because they lack the appropriate skills to be successful in academic subject areas for credit. It is important that all students entering G.E.D. prep, the CBAE credit program, or CBABE be given grade placement testing for reading and mathematics. This can assure proper placement in the correct CBABE Level and help prevent student drop out. Counseling students through placement testing is crucial to any CBABE program.

- With good counseling, proper placement of students, and noted student progression, this CBABE Level I & II program can be an effective instructional tool for any adult education outreach center or school facility center. It eases the teacher and volunteer tutor planning time for individualized instruction.

Adapting the CBABE Curriculum Materials to Local Needs

This CBABE Program can be adopted as a full ABE Level I & II instructional program or modified to meet local resource needs. Since it is available for loan on IBM computer diskettes, this can be accomplished with minimal local effort. By making duplicate diskettes, revisions and additions are at the finger tips!

The curriculum materials are intended only as a beginning, a basic framework for an ABE program. There may be textbooks on hand considered more effective or just purchased last year! Do consider adding audio-visual materials, video, computer-assisted learning, games, group activities, etc. Paper-and-pencil type learning is not for everyone. Ideally, the learning activities are a menu which the facilitator and students can jointly choose the activities most appropriate for their needs and learning styles. Make whatever adaptations are needed to insure that the activities are appropriate for adult learners.

Ordering Learning Resources:

Be sure to order all the books and materials needed to implement the CBABE program at least a month before the program begins. A resource guide listing all of the texts and materials referred to in the guides comes as part of the loan of diskettes. Each subject area module contains a list of the resources used to write the learning guides.

Also important for reproduction of the CBABE materials from the diskettes is a package of illustrations that will need to be pasted on appropriate pages as indicated. A print ready copy is the result. (See Appendix V-A).

Managing Materials:

The necessary physical organization and storage of the CBABE materials are as follows:

Classroom Equipment:

Two or three file cabinets and one large storage cabinet are suggested for evening centers that use day school facilities. The files and storage cabinets must be able to be securely locked. For outreach centers, cardboard carry boxes for hanging files can be used. Subject area learning guides can be compiled into a "booklet" format, therefore, eliminating individual files for each performance standard. Each instructor would have a set of 10 to 15 booklets for each subject area. Students are requested not to write on the learning guides. Tests, however, will need to be kept in a lockable box and in file folders by subject area and performance standard.

Learning Guides:

It is suggested that individual manila file folders be used for each learning guide. However, some instructors prefer to use the booklet format for the subject area learning guides, dividing them by semester or as in reading, by relating performance standards. If using the file folder method, place a minimum of 15 copies in each folder. Replace copies if students happen to take home the learning module or if the copies become worn. Place folders in order numerically by the standard number, or divide learning guides into a packet format and staple. This allows students to use in a "booklet" form, reducing paper flow, filing, and movement of students. Find the best ways that work. After all, because of record keeping and all the other necessities needed for individualized instruction, classroom management can become a chore!

Tests:

Keep all pre-tests and post-tests in a separate, locked file cabinet or box. Arrange in manila file folders by number and have a minimum of 10 on file for each number. Number each test and check to see that all are in at the end of each class. Some tests are consumable by the student. Keep these used tests in a separate folder. Do not allow students to keep copies of a completed test. Lamination of tests is a good idea.

Books, Worktexts, Other Resource Materials:

Arrange instructional materials in the storage cabinets for easy access by students. Have students return materials to the appropriate place. Arrangement of materials in learning labs is much easier than for evening programs in a day school facility. Code materials with color dots and post a chart showing students how to find materials.

If using audiovisual and programmed materials, there may be a need to store these separately and establish a sign-out system. Classes that are small in number can be more easily controlled for book loss. For ABE students, some books are consumable. However, if this is not the case, sign out the worktext to the student to take home. With limited resources, sometimes books have to be used only in class. Don't be caught short on books or necessary resources for continuous instruction in this CBABE program.

Reading 2.44

Prepare file folders like this for each set of Learning Guides, Pre-tests, and Post-tests.

Local Options:

There are several local options which need to be addressed before the CBABE program can be implemented. One, deciding to what extent you will adapt and/or adopt the available curriculum materials, has already been discussed.

Another important option is the designation of a level of mastery which must be met for successful completion of pretests and post-tests. It is important to note that research on CBAE shows very strongly that successful programs are those which require a high level of mastery. Ninety percent (90%) is the recommended figure for level of mastery on the post-test (or pre-test). The rationale behind this recommendation is that students working on their own will not be able to master higher levels of course work if they have just barely managed to achieve a minimal level of mastery in the lower levels. This is especially true in subject areas such as mathematics and reading where one must continue to use skills learned in an earlier unit to succeed in later units.

A third local option relates to time limits for testing and retesting. This option is discussed in detail in the Testing Section.

APPENDIX V-A
HOW TO ORDER THE CBABE CURRICULUM

The CBABE Curriculum for Level 1 & Level II is on IBM Computer diskettes so that it can be loaned out to requesters, who upon receipt, duplicate the diskettes and print out original copies of the learning guides. A package of paste-ups (illustrations) is also provided to get print ready.

A listing of all instructional resources used in the learning guides, as well as ordering information accompanies the loan package.

The CBABE Level I & II Manual can be ordered as one copy to a district. It can be reproduced locally. (It is anticipated that this manual will be on IBM computer diskette in the near future).

ORDER FORM FOR CBABE CURRICULUM

Name: ______________________________

Title: ______________________________

Institution: ______________________________

Address: ______________________________

Purchase Order #: ______________ Tel: ( ) ______________

The loan of the computer diskettes is for a two-week period based on the date of mailout. Return should be in the same package (box) mailed by the sender.

If one of the original diskettes becomes damaged, please note which one(s). Please replace the damaged one with a blank diskette.

CBABE Level I (Reading, Writing, Mathematics)	$10.00
CBABE Level II (Reading, Writing, Mathematics, Science, Social Studies, Consumer Economics, Health)	$15.00
CBABE Level I & II Manual	$ 5.00
TOTAL:	

Mail to: Elizabeth Singer, Dean, Cocoa Campus
Adult/Community Education
Brevard Community College
Cocoa, FL 32922
Tel: (407) 632-1111 X3180

APPENDIX V-A

CBABE Curriculum Content:

CBABE Level I (0-4.9)

Reading & Writing = 93 Performance Standards
Mathematics = 80 Performance Standards

CBABE Level II (5-8)

Reading = 50 Performance Standards

Writing = 27

Mathematics = 85

Consumer Education = 14

Health = 14

Social Studies = 18

Science = 52

Each subject area is a separate module. Sometimes performance standards have been combined within one student learning guide.

Each student learning guide has a separate pre- and post-test.

Each subject area has a final exit exam. Use of this exam as exit criteria is intended as optional. (Sometimes ABE students are intimidated by lengthy exams).

SECTION VI

CBABE CLASSROOM MANAGEMENT

Effective Classroom Management of CBABE VI-1

- Overview of Recommended Process VI-1
- Diagnostic/Prescriptive Learning VI-8
- Record Keeping VI-18
- Classroom Management VI-19
- Providing Variety in Learning Styles VI-21
- Special Hints VI-30

Appendix VI-A CBABE Student Information Sheet VI-A-1

Appendix VI-B Competency Mastery Chart VI-B-1

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Appendix VI-D Sample Student Learning Guide VI-D-1

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Appendix VI-G Materials Checkout Form VI-G-1

Appendix VI-H CBABE Learning Contract VI-H-1

Appendix VI-I Teaching Reading to the ABE Student Who Cannot Read VI-I-1

SECTION VI

EFFECTIVE CLASSROOM MANAGEMENT OF CBABE

This section provides a variety of information on the CBABE process that can serve as a guideline to the effective use of the available materials. First, an overview of the recommended procedures is provided, followed by a discussion of diagnostic/prescriptive learning, record keeping suggestions, classroom management, a discussion of meeting individual learning needs through the recognition of different learning styles, and finally hints from the developers/teachers on how to effectively use the CBABE process.

A. Overview of Recommended Process

In an attempt to provide the broader picture of the CBABE process before going into detail on the specific points, the steps identified below are recommended. This process is presented in pictorial form in FIGURE VI-A which is keyed by numbers to correspond with the descriptions of each step.

STEP 1 - Orientation to the Program -- Orientation to the program may occur in a counselor's office or in the classroom. Students should complete the CBABE Student Information Sheet (Appendix VI-A) if able to. Otherwise, the counselor or facilitator could obtain the necessary information.

STEP 2 - Program Placement -- Use the TABE (Test for Adult Basic Education, 1987 ed., Survey form) to determine grade level placement.

STEP 3 - Diagnostic/Prescriptive Placement -- Use the TABE, 1987 regular diagnostic test to determine problem areas. Other types of tests can also be used for diagnostic purposes. Student scores are recorded on the Student Profile Sheet and the Competency-Mastery Chart (Appendix VI-B).

STEP 4 - Classroom Orientation -- Classroom orientation may be combined with the program orientation if the classroom facilitator rather than a counselor provides the initial welcome and testing. The following procedure is suggested for orientation of students new to CBABE on the first day of a new term:

a. Explain the CBABE approach, using the overview in the manual.

b. Go over Appendix VI-C Student Self-Directed Use of the CBABE Learning Guides and a sample learning guide (Appendix VI-D). Have students complete the CBABE Self-Check on use of the learning guides (Appendix VI-E) if they are able to read the material.

c. Give new students (reading at grades 3 and above) copies of Appendices VI-A and VI-B to keep in their folders for reference.

d. Also discuss the CBABE Learning Lab Information Sheet (Level II) found in Appendix VI-F with students as appropriate. Students who will be working in the lab setting would probably find a copy of these sheets useful.

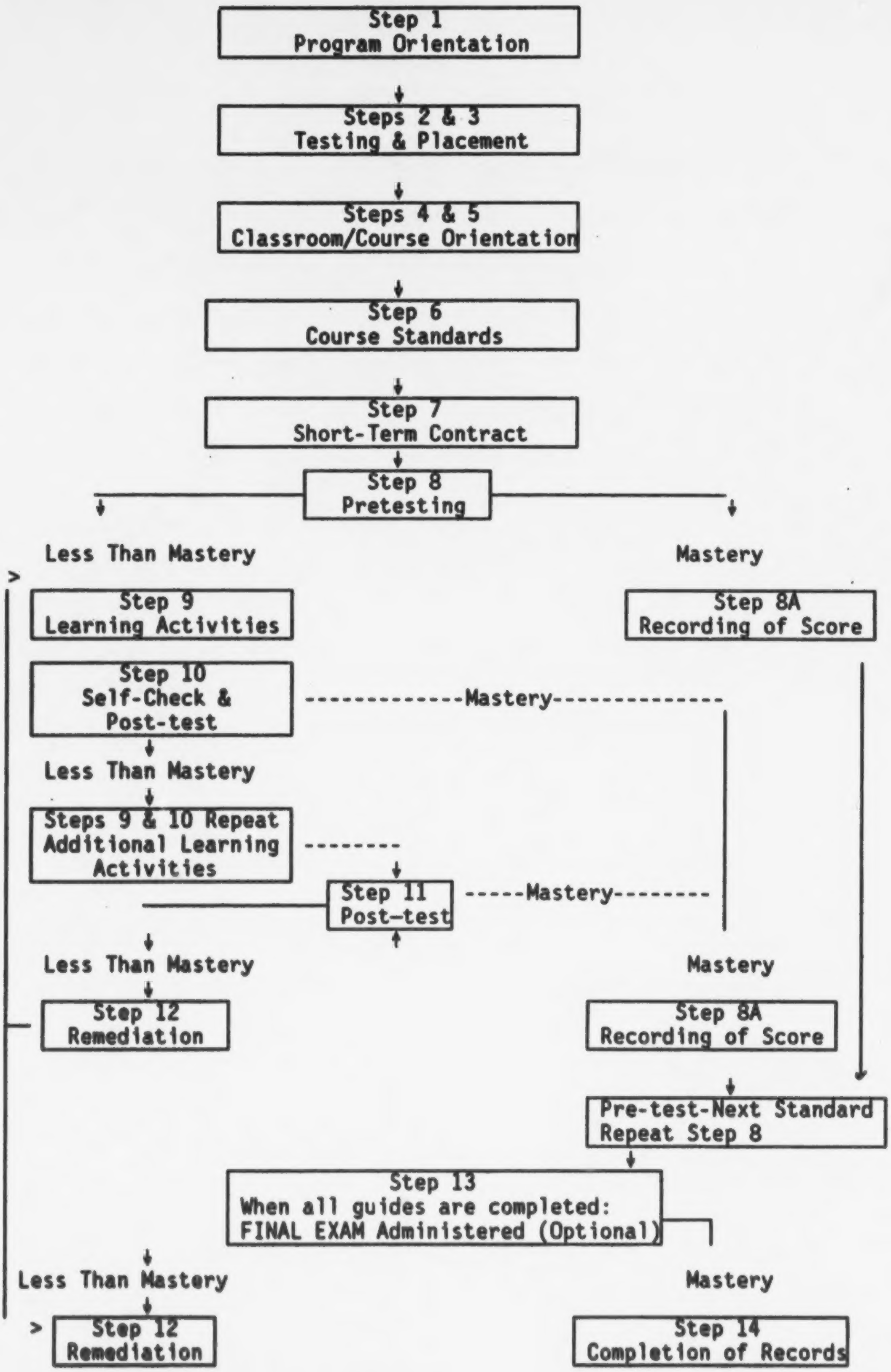
e. Encourage questions.

f. Post classroom expectations and rules and explain the CBABE flow chart (Figure VI-A).

g. Explain the following points to the students:

   1. location of materials,
   2. student responsibilities for self-pacing,
   3. testing times and procedures,
   4. recordkeeping (See Appendix VI-B) Competency Mastery Chart,

FIGURE VI-A


Step 1
Program Orientation
Steps 2 & 3
Testing & Placement
Steps 4 & 5
Classroom/Course Orientation
Step 6
Course Standards
Step 7
Short-Term Contract
Step 8
Pretesting
Less Than Mastery
Mastery
Step 9
Learning Activities
Step 8A
Recording of Score
Step 10
Self-Check &
Post-test
Mastery
Less Than Mastery
Steps 9 & 10 Repeat
Additional Learning
Activities
Step 11
Post-test
Mastery
Less Than Mastery
Mastery
Step 12
Remediation
Step 8A
Recording of Score
Pre-test-Next Standard
Repeat Step 8
Step 13
When all guides are completed:
FINAL EXAM Administered (Optional)
Less Than Mastery
Mastery
Step 12
Remediation
Step 14
Completion of Records
Step 15
Materials Returned

*This level of mastery is set locally. A mastery level of at least 80% is recommended.

5. the grading system (if appropriate),
6. student responsibilities for refiling of materials, and classroom expectations and rules

Because the CBABE program allows for open entry, you may have student new to CBABE entering throughout the term. You may not always be able to devote sufficient time to orienting the student who is unfamiliar with CBABE while also trying to meet the needs of other students. There are several options for accomplishing this through:

a. individual orientation by the facilitator when possible or orientation by a teacher aide or volunteer (if available);

b. orientation by the counselor, individually or with other new students who are beginning that day or evening;

c. orientation by a fellow student who is working in that area, or

d. use of a self-study orientation module.

NOTE: **Some adult centers will greet and test students at any time the center is open, but will schedule orientation sessions only once or twice a week. The student may begin the modules only after participation in an orientation session.**

STEP 5 - Orientation to Each Course -- Provide a list of course pre-standards to each student. Use a course map for appropriate sequences of instruction. Develop a short-term contract with the student. List your agreed upon performance standards on the first two columns of the Competency Mastery Chart (Appendix VI-B).

STEP 6 - Explanation of Course Standards--Go over the course standards the student will be working on to provide an overview of what is to be covered. Standards should reflect diagnostic testing on the subject area to be studied.

STEP 7 - Short-Term Contract -- Based on the diagnostic testing, discuss and list the competencies to be mastered on the Competency Mastery Chart. This may be READING, WRITING, or MATHEMATICS initially. Have the student set an agreed upon goal for the number of competencies to be mastered within the first week.

STEP 8 - Pre-testing -- Pre-test to determine if the student has prior knowledge at a 90% or higher level. There is a pre-test for each competency to be mastered or a "proficiency test" that covers two or more competencies within a course.

Record the score on the Competency Mastery Chart. If it is less than 90%, the student should complete assigned activities in the learning guide. If it is obvious from the student's previous work that pre-test scores will be very low, or if the student has a great deal of test anxiety, the pre-tests may be omitted. DO NOT ALLOW STUDENTS TO WRITE ON THE TESTS OR THE LEARNING GUIDES.

If the student completes the pre-test with a score of 90% or higher, the student should take the pre-test for the next learning guide. The score on the next pre-test determines whether the student should proceed through the learning activities for the guide or proceed to the next learning guide pre-test.

For Level I students reading at 0-2.9, the facilitator may need to administer the pre-test orally. These learning guides give specific directions to the instructor on how to handle the testing situation.

STEP 9 - Learning Activities -- In Level II, each learning guide has activities at either a 5th-6th or 7th-8th grade reading level. Level I has teacher directed learning guides at 0-2.9 and student directed learning guides at 3.0-4.9. Choose activities based on placement level. Step-by-step directions are found in each learning guide (Levels 3-8) but facilitators should encourage students to ask for assistance if they encounter problems.

As the instructor in CBABE, you can use several instructional methods. The program is designed primarily to be individualized; however, you can set aside class periods for the entire class to be instructed on a performance standard that is not suited for individualization, such as the inquiry method or a science lab demonstration. When you plan to do this, be sure to announce your plans ahead of time so that all students will be present. You may also want to use group activities or student presentations to the class. There are some subject areas which almost require a variation in teaching methods.

For Level I students, you will need to look carefully at the needs of these students. Variation of presentation techniques and the provision for group activities are essential. The learning guides should give some suggestions on how to enhance the instructional process for your learners. Feel free to add supplemental materials/techniques to these guides.

Step 10 - Self-Check -- After completing the agreed-upon activities and discussing problems and progress with the facilitator, the student decides jointly with the facilitator if he or she is ready to take the self-check. When ready, the student takes the self-check and grades it. Answers are found in the learning guide. The score is recorded on the Competency-Mastery Chart by the facilitator and by the student on his/her copy.

For Level I students reading at 0-2.9, the facilitator will obviously have to make some adaptations, such as administering self-checks orally. Facilitators need to insure that students do **NOT** have experiences that remind them of their previous failures or shortcomings. In other words, especially Level I (0-2.9), facilitators should try to provide as many positive experiences with "testing" as possible.

STEP 11 - Post-testing -- Based on the teacher's recommendation and the score on the self-check, the student takes the competency post-test. A score of 90% or above is recommended before validating mastery. The post-test grade is recorded on the facilitator's and student's competency mastery charts. Again for Level I students reading at 0-2.9, the facilitator will probably find it necessary to administer the post-test orally.

Note: Facilitators should recommend additional activities if they feel the student is not really ready for the post-test. Students who fail a post-test naturally feel somewhat discouraged. In addition, they will have to take another post-test after remediation. If extra tests for the learning guide are not available, the facilitator will need to develop a new post-test.

STEP 12 - Remediation or Enrichment Activities -- If warranted, the teacher may assign additional activities for competency mastery which may not appear in the student learning guides. Always use enrichment materials that address topics and issues of student interest.

STEP 13 - Final Exam -- The final exam is optional, depending upon the course and teacher assessment. If a student is completing a reading, writing, or mathematics course, it may be appropriate to administer the TABE SURVEY 1987, (grade level placement edition) to verify student readiness for G.E.D. preparation or CBAE high school completion.

STEP 14 - Completion of Competency Mastery Chart -- After the student has successfully completed the assigned competencies, the instructor signs the Competency Mastery Chart and dates it. This chart should become part of the student's permanent record folder. Charts can be discarded after information is placed on the student's cumulative folder or transcript.

STEP 15 - Materials Return -- If allowing student to check out textbooks or other materials to complete learning guides at home, you may want to use the form found in Appendix VI-G. Some centers require deposits on textbooks (credit program) taken home to assure that they are returned. If you are using expensive audiovisual materials or software within the classroom, you may want to establish a checkout system for their use.

B. Diagnostic/Prescriptive Learning

In a conventional classroom, mass instruction is presented by a teacher. In the CBABE classroom, individualized instruction is guided by a learning facilitator. The focus of instruction is on the mastery of specific competencies that the student needs and wants to learn. Alternative means of learning the required information or skill are available to accommodate a variety of learning styles, and the students proceed at their own pace.

In the CBABE program, with open entry/open exit, individualized instruction requires a systematic approach to be successful and effective. A systematic approach helps the facilitator manage a large number of learners at the same time and keep accurate records.

The classroom learning procedure for CBABE is based on the diagnostic-prescriptive process. A flow chart which graphically illustrates this process can be found in Figure VI-B on page VI-11.

Performance Stanards

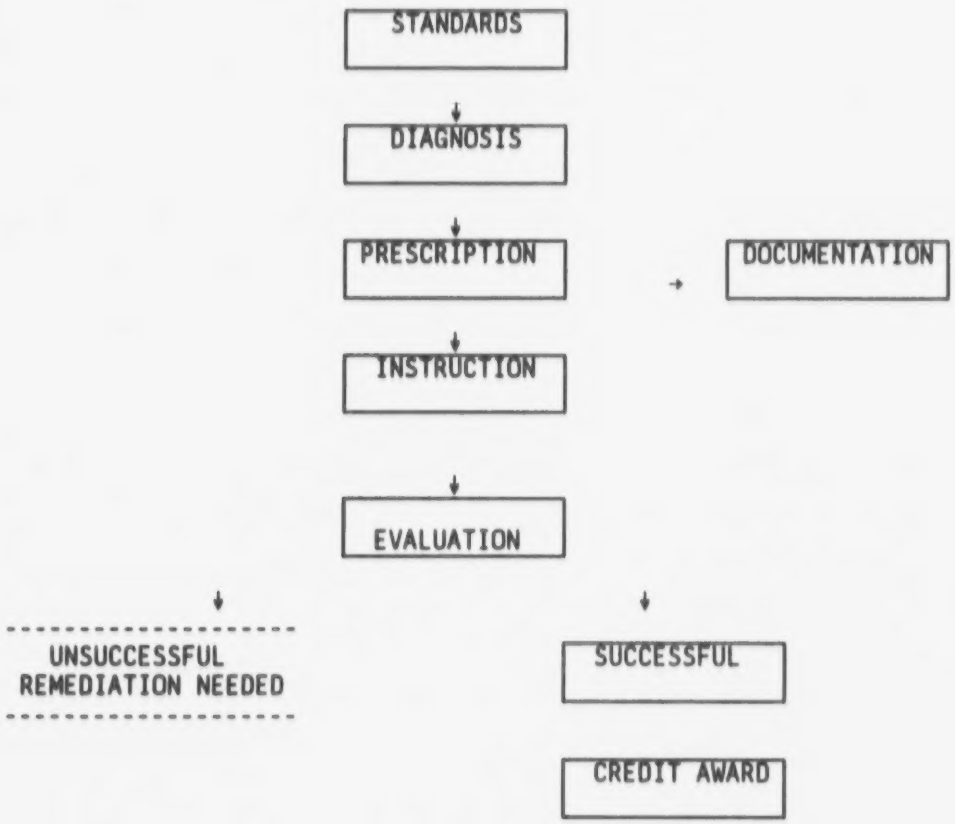
The starting point for the learning process is a set of performance standards or competencies to be mastered. The performance standards are mandated by the State of Florida for the following areas:

Reading
Writing
Mathematics
Science
Social Studies
Consumer Education
Health.

Appendix A contains the curriculum frameworks divided into Level I competencies (or performance standards) and Level II competencies by subject areas. These competencies are Florida's state-mandated Performance Standards of Adult Basic Education.

FIGURE VI-B

Flow Chart of Classroom Learning Procedures Based on the Diagnostic-Prescriptive Process


STANDARDS
DIAGNOSIS
PRESCRIPTION
DOCUMENTATION
INSTRUCTION
EVALUATION
UNSUCCESSFUL
REMEDIATION NEEDED
SUCCESSFUL
CREDIT AWARD

Diagnosis

Preliminary evaluation is usually in the language arts (mainly reading) and mathematics. Each student should be given a diagnostic test to determine at what level of competency he or she is functioning. An example test is the TABE (Test for Adult Basic Education). Other proficiency tests can be used. If a student is deficient in reading skills, he/she should be placed in courses that will build these skills (i.e., Reading I).

Interpretation of diagnostic testing should be shared with the student. A plan of action or "mapping" of courses is conducted with the student. Students cannot be given high school credit for courses that their transcript shows have been completed at a passing level and credit already awarded.

Prescription

The facilitator, with student input, develops the learner's course plan. At times, this portion may be conducted by the counselor with prescribed courses already in place when the student enters the CBABE classroom. However, the options for materials selection based on individual student needs are in the hands of the facilitator. Selected assignments from the "student learning guides" and other resources are based on the student's level, pre-test results, and learning style.

Instruction

The instructional process for CBABE is most effectively conducted through the use of "Individual Student Learning Guides" which contain resource information to help the student master individual or combined course competencies. A sample "student learning guide" is presented in APPENDIX VI-D. Pre and post-tests for each competency are part of each guide. Since CBABE maintains that students should not be required to repeat knowledge already demonstrated, it is imperative that a pre-test be used to determine whether the student has already mastered a particular competency. If demonstration is at the recommended 90% mastery, the student would not have to complete the learning guide, but moves on to the next competency.

The "student learning guide" is geared primarily to individualized instruction. However, the facilitator should interact with each learner for at least a portion of each class session. Learners complete their assignments based on information in the "student learning guide" and resources recommended in the guide and turn them in for facilitator feedback. The facilitator should be prepared to recommend additional resources to help the student master a competency. Many "student learning guides" do not address individual learning styles. Based on availability of instructional resources, enrichment materials should be used.

Evaluation

A post-test is administered to the student for each competency addressed in the "student learning guide." It is recommended that 90% mastery be demonstrated. Each course is divided into "semesters." A final examination is administered for each semester course. Depending upon local options, percentages can be set for student learning guide mastery and the final examination.

Documentation

The "individual competency check sheet" that contains each score on the pre/post-tests and final examination, and teacher's initials verifying mastery of each is forwarded to the chief administrator who also signs - off that the student has mastered the course (CBAE high school credit program). This information is transferred to the student's "cumulative folder." These course competency mastery sheets should be kept on file for at least three years after the student leaves the program. The official documentation of student mastery then becomes the student's school record.

Remediation

If the student does not demonstrate mastery of a performance standard on the post-test, he/she must be remediated. Additional resources are recommended by the facilitator. The learner may return to the prescription process at any time during the instructional period if he/she has difficulty with the prescribed materials or fails to successfully complete the "student learning guide."

Once remediation has been satisfactorily completed, a new post-test is administered the student.

Testing

Since testing (diagnosis) is such a major part of the diagnostic/-prescriptive learning process, it is crucial to the success of the CBABE program. A thorough understanding of testing procedures is essential, therefore, additional information on the testing process is presented below.

Administering, scoring, and providing feedback on pre/post tests can require a major portion of the facilitator's time. In order to provide more time for individual attention to students, it is necessary to set up and follow specific guidelines for handling the testing. If two facilitators share a classroom, division of responsibilities is a helpful option, with one facilitator handling testing and one handling consultation.

In those settings where two facilitators are not available, one of the alternatives listed below may provide a workable solution.

1. Testing as the students are ready. This is the ideal for the student, but may result in long waiting lines and may hinder individual consultation for planning and assistance. Monitoring can also become a problem. If testing is available at any time, designate a specific "testing area" to make monitoring easier and to let other students know that the individual is being tested. If setting aside a testing area is not feasible, try placing a bicycle flag, or other identifying

device, on the desk of a student taking a test. This way, you and others will know who is being tested.

2. Testing at specified times. Schedule the first hour and the last hour of a session as testing time or schedule testing only for certain days during the week. Specified testing times will allow you more time to work with students needing individual help, and monitoring will become less of a problem. If you choose this option, be sure to schedule testing times at reasonable intervals so that students do not have to wait more than one class session to be tested after completing a learning guide. Students should be allowed to go on to the next learning guide while waiting to be tested.

3. Use of a Testing Center. In larger programs with full-time counselors, students may be sent to a testing center. Teacher feedback would include the score as well as the numbers missed, so appropriate learning activities and/or remediation could be assigned. Usually, testing centers are used for the following:

   - Placement testing in reading and mathematics
   - Diagnostic testing to assist the teacher in prescription
   - Final examination testing for student exit.

   The ideal testing center would contain a computerized system. Students would take tests on the computer and have the tests graded by the computer. The computer system could have test banks for pretest, posttest, and final examination questions. If possible, several computers in the classroom setting could provide similar services.

Test Security - Test security is absolutely essential in a CBABE program!!

- Pre-tests, post-tests, and final exams are to be kept in a locked file cabinet with access only by the facilitator, teacher, aide or testing coordinator.
- Each test should be numbered for tracking, and completed tests should be returned to the facilitator rather than being kept in the student's copy of the record folder.
- All notations about testing results should be made in ink by the facilitator, teacher aide or testing coordinator.
- Careful monitoring of students may be necessary to prevent the temptations to copy questions for a friend.

Placement

The TABE, or one of the other state approved standardized tests, is used to help determine the beginning level of instruction. Learners who are at the pre-reading level may be unable to take the reading test or only able to complete the aural portion. Their readiness skills will need to be evaluated by teacher observation and the use of pre-tests.

It is important to recognize that reading levels indicated by standardized tests are usually the instructional levels where the students work with, or immediately following, careful and direct instruction to set the purpose, introduce vocabulary, clarify instructions, etc.

When using the approximate reading level determined by results from a standardized test, it is advisable to direct students working independently to use instructional materials at a level 1.5 to 2 grade levels lower than the Reading Level indicated by the test. This practice increases the learner's ability to focus on the concepts to be learned rather than on the reading process itself.

Much of the work on the performance standards 1.01--1.13 helps develop readiness skills in visual discrimination, sight word recognition, aural discrimination, and association of sounds with letters. Learners at this level benefit from, and in many instances require, direct instruction and feedback from a teacher, an aide, a tutor, or another student either in a one-to-one situation or in a small group working on the same skills. These students may be able to work independently on some of the writing performance standards 2.01--2.03 or the mathematic performance standards until individual instruction can be given.

C. Record Keeping

Student Information. Student record information may vary, as different forms are used by individual districts and community colleges. Appendix VI-A contains a sample Student Information Form.

Competency Mastery Chart. The Competency Mastery Chart (Appendix VI-B) is the form used for tracking of mastery of performance standards. Both the learner and facilitator keep a copy of this; the learner to be aware of his progress, and the facilitator as a permanent record of the student's achievements. The form thus provides a guide and progress chart for the adult learner. It can also be used as a short-term learning agreement or contract between the learner and the facilitator, although some facilitators choose to use a separate learning agreement form such as the one in Appendix VI-H. The Competency Mastery Chart includes all the information needed for the student's permanent record. Basic information is entered on the top and a performance log completes the chart:

Basic Information:

- student name
- subject area
- facilitator
- class entry date
- TABE placement level
- entry testing data
- exit testing data.

Performance Log:

- competency number (proposed completion date can be included in this column during short-term goal setting)
- pre-test score (usually recorded as a percentage) and date
- learning activities to be completed (number of activities agreed on by facilitator and learner during short-term goal setting)
- self-check (checked off by student when successfully completed)
- review exercises (filled in only if needed after unsuccessful self-check or post-test)
- post-test score (usually recorded as a percentage) and date
- instructor's signature.

Attendance Record. Although a certain number of days of attendance is NOT required in a CBABE program, students should be encouraged to set and follow a regular schedule for their work. Attendance records should be kept on each student for state reporting. These records are also valuable for the facilitator and counselor in keeping up with the student's interest and effort.

D. Classroom Management

Much of the management of materials in the classroom has already been discussed in previous sections. However, it is worth restating several of the uniquenesses of using the learning guides in the actual classroom. One area is Teacher-Directed Student Learning Guides and Student-Directed Learning Guides.

Levels of Learning Guides

The performance standards addressed by the learning guides have been divided into two levels. Those in the readiness level where the learner does not yet have the skills necessary to interpret directions and work independently are designated as Teacher-Directed (0-2.9) and the instructions are directed to the facilitator as suggestions for meeting the students' needs. Student Learning Guides, (3.0-4.9) for learners who have the skills needed to follow directions and complete an assignment independently, presents material directly to the student. These guides are written to the readability level of the student.

Adapting

Some of the readiness levels of language arts performance standards require "bigger bites" and a longer period of time for development. Many are also interrelated and may not follow a sequential pattern where one skill is acquired and mastered before work is begun on another performance standard. Work may need to proceed on more than one performance standard at a time. Some examples of performance standards which require time for development are:

1.07 identify frequently used words on sight
1.10 identify single vowels, vowel combinations and vowel consonant variants
1.12 identify consonant blends and digraphs
1.13 use correct pronunciation in oral reading
2.28 spell words needed in writing through grade four
2.29 spell commonly used "consumer" words
2.30 spell commonly used "survival" words

Teacher Directed Learning Guides

This design was initiated because the CBABE curriculum writers and Executive Planning Team felt that adults with academic achievement based on diagnostic testing in the 0-2.9 range would not feel comfortable in a self-directed learning situation. Teacher-directed learning guides are also more appropriate for this level because greater attention to learner needs can be enhanced by the instructor or tutor.

The teacher-directed learning guide is written succinctly and formatted similar to the student directed learning guide. In differs in that instruction is controlled by the teacher/facilitator. This does not mean that joint planning between the instructor and adult student about what the student wants to learn is overlooked. An example of a Student Directed Learning Guide is presented in Appendix VI-D.)

E. Providing Variety in Learning Styles

The concept of learning styles has been regularly addressed in relation to learning to learn and training individuals to learn more effectively. Learning style refers to preferences, tendencies, and characteristics that affect personal choices, processes, and behaviors in educational contexts and settings (Smith, 1982).

Learning styles can be examined from several different perspectives. One of those perspectives that is especially valuable in the instructional setting is the aspect that relates to sensory perception, or how information is received or extracted from the environment by the senses. This approach is called the perceptual learning modality and is composed of seven elements: print, aural, interactive, visual, haptic, kinesthetic, and olfactory.

The seven elements of the perceptual learning style modality are briefly described below.

Print - A person who is print-oriented often learns best through reading and writing. This is the learner who loves to read books, journals, or magazines and finds that he or she easily retains the information that is read. A person who is identified as a "bookworm" may be a print-oriented learner.

Aural - A person who is aural-oriented generally learns best through listening. People who usually do not talk much and who feel that they learn best when the information is presented verbally may be aural learners. Individuals who like lectures because they remember what is said or who enjoy learning from audio tapes probably are aural learners.

Interactive - Individuals who learn best through verbalization usually are interactive learners. These people like to talk and discuss ideas with other people. Small group discussions or the give-and-take of debate activities are several means through which interactive individuals learn best.

Visual - A person who is visual-oriented learns best through observation. People who like to see visual stimuli such as pictures, slides, graphs, tables, demonstrations, etc., usually are visual learners.

Haptic - Individuals who learn best through the sense of touch are generally haptic learners. A haptic person is someone who has to feel objects or to touch as many things as possible. Haptic persons assimilate information through a "hands on" approach to learning. This is similar to "tactile"; however, tactile refers only to touch through the fingers while haptic implies touch through the entire hand.

Kinesthetic - A person who is kinesthetically oriented learns best while moving. People who generally have to move around or have to move some part of their body while processing information probably are kinesthetic learners. Someone who is in constant motion while reading or listening may be a kinesthetic learner. Women who crochet or knit or men who work on leather projects during inservice workshops and who definitely comprehend the presented material are examples of kinesthetic learners.

Olfactory - Individuals who learn best through the senses of smell and taste are olfactory learners. People who can vividly associate some information with a particular smell or taste probably fall within this learning style.

Assessing Perceptual Learning Styles

How can practitioners assist adult learners in identifying their dominant learning style? Many individuals may not be aware of their own personal learning style. To help create an awareness of learning styles and to enhance the identification of individual styles, several techniques are presented here.

An explanation of each perceptual learning style and an attempt to specify a particular individual's learning style may increase recognition of the most effective mode(s) for learning. Questions addressing each learning style may provide some enlightenment for both facilitators and learners. Listed in Figure VI-C are questions related to identifying possible strong and weak elements of perceptual learning style. The questions in the strong element column can be utilized to pinpoint areas where individuals think they learn fairly easily. On the other side, the questions in the weak element column can be used to eliminate elements where there is more difficulty in learning.

A second technique is to utilize the Perceptual Learning Style Inventory (see Figure VI-D). This technique provides learners with a means to identify strategies/techniques through which they think they learn best. By comparing the pattern of responses to the learning style (see Figure VI-D), an immediate picture of the perceived dominant learning modes emerges. Because many learners are not able to identify their strong or weak elements, an explanation of the seven styles and attention to the questions presented earlier will serve as a useful approach for practitioners in adult education settings.

FIGURE VI-C

QUESTIONS RELATED TO PERCEPTUAL LEARNING STYLE IDENTIFICATION

Questions Related to Identifying Strong Perceptual Elements		Questions Related to Identifying Weak Perceptual Elements
PRINT:		
Do you remember quickly and easily what you read?	OR	Do you have to read articles several times before grasping the important concepts?
Can you learn something better after seeing it or after writing it?		Do the words on the page all seem to run together?
AURAL:		
Do you tend to remember and repeat those ideas you heard verbally presented?	OR	Do you find it difficult to remember information presented in lectures?
Do you "hear" what others are telling you?		Do audio tapes leave you wanting to read the information?
INTERACTIVE:		
Do you like to use other people as sounding boards?	OR	Do you find that you do not get much information from small group/discussion activities?
Do you enjoy question/answer sessions or small group discussions?		Would you prefer not to discuss things with others, preferring instead to work alone?
VISUAL:		
Do you need to have a "picture" in your mind before comprehending something?	OR	Do visual representations such as graphs or tables leave you wanting an explanation?
Do you "see" what others are trying to tell you?		Do you find it difficult to picture things in your mind?
Do you create visual images as you think?		Do you fail to understand displays or charts?
HAPTIC:		
Do you feel that you have to touch new things you are learning?	OR	Do you find it difficult to distinguish the feel of different items?
Are "hands on" experiences important to you?		Does touching objects fail to create a visual image in you mind?

FIGURE VI-C (Continued)

QUESTIONS RELATED TO PERCEPTUAL LEARNING STYLE IDENTIFICATION

Questions Related to Identifying Strong Perceptual Elements		Questions Related to Identifying Weak Perceptual Elements
KINESTHETIC:		
Do you think you learn better when you are able to move during your learning?	**OR**	Do you find movement distracting?
Do you like to move your hands (knit, crochet, doodle) while learning, not from boredom, but because it helps you concentrate?		Is it hard to concentrate on learning something if you are also moving or doing something else?
OLFACTORY:		
Does smell have any special significance for you?	**OR**	Do you find smells basically offensive?
Can you associate a particular smell with specific past memories?		Do smells detract from your learning?
Are you frequently able to identify smells?		Do you find it heard to distinguish between different smells?

FIGURE VI-D
PERCEPTUAL LEARNING STYLE INVENTORY

Check below the strategies/techniques through which you **think** you learn best.

1. _____ motion pictures
2. _____ lecture, information-giving
3. _____ group discussion
4. _____ reading assignments
5. _____ role playing with you as a participant
6. _____ project construction
7. _____ odor discrimination activities
8. _____ television programs
9. _____ audiotapes
10. _____ participant in panel discussion
11. _____ written reports
12. _____ nonverbal/body movements
13. _____ drawing, painting, or sculpturing
14. _____ tasting
15. _____ slides
16. _____ records
17. _____ question-answer sessions
18. _____ independent reading
19. _____ physical motion activities
20. _____ model building
21. _____ scented materials (such as scratch/sniff)
22. _____ graphs, tables, and charts
23. _____ recitation by others
24. _____ interviews
25. _____ writing
26. _____ participant in physical games
27. _____ touching objects
28. _____ photographs

PLEASE GO TO BOTTOM PART WHEN YOU HAVE COMPLETED YOUR CHECKS.

CIRCLE THE NUMBERS YOU CHECKED IN THE TOP PART.
If a majority of numbers for a particular style are circled, consider the possibility that you have a learning style similar to the one indicated. Identification of your learning style orientation should identify ways in which to expand your learning effectiveness.

STRATEGY NUMBERS	STYLE
1, 8, 15, 22, 28	VISUAL
2, 9, 16, 23	AURAL
3, 10, 17, 24	INTERACTIVE
4, 11, 18, 25	PRINT
5, 12, 19, 26	KINESTHETIC
6, 13, 20, 27	HAPTIC
7, 14, 21	OLFACTORY

What impact does the concept of learning styles have on the methodology for facilitating learning? The idea of learning styles provides flexibility for the facilitator in terms of meeting individual learning needs. This demands creativity on the part of facilitators to develop a variety of ways to meet adults' diverse needs. Awareness of various presentation formats is essential to develop creativity in the selection of both techniques and materials. The facilitator can serve as a resource enabling students to identify and to utilize their own unique ways of learning. The classroom may become more of a learning center with a variety of activities occurring at the same time, while the facilitator functions as a manager of the activities.

How can individual learners utilize perceptual learning style information to their best advantage? The learning style concept is essential to the individual learner. Since learning styles impact on the amount of information processed and retained, knowledge and utilization of one's most effective learning style will enhance learning. By concentrating on the dominant learning styles, learners can increase their skills in utilizing appropriate methodologies for self-directed learning efforts. The development of a personal learning contract with its objectives, strategies, resources, and evidence of materials can reflect the individual's preferred style of learning that best meets the criteria of the contract. Also knowledge of learning style information allows individual learners to pursue their personal learning projects in a more effective and efficient manner.

Learning style knowledge may assist adult learners in recognizing why some past learning activities were more worthwhile or useful than others and what learning activities were less meaningful to them. This information also serves as a guide to future learning endeavors.

Learning styles are especially important in working with Level I (0-2.9) learners because typically they may have learning disabilities which must be overcome, or partially compensated for, before learning can become easier. Therefore, it is important to find out how the learner learns best -- by seeing, by writing, by repeating, by listening, by hands-on experiences or through various combinations of the seven perceptual learning modality elements. It becomes very important to present material to learners in a variety of ways and help them to develop skills in using different strategies for differing situations. Students need to know more about the learning process and about themselves as learners.

Most of the activities suggested in the learning guides are print oriented. It is certainly desirable to augment these activities with others which provide the learner with opportunities to approach the material in ways which are more efficient and effective for him. This may include audio cassettes, computer-aided instruction, video cassettes, films, filmstrips, games, maps, diagrams, pictures, measuring devices, physical objects, role playing, and events planned to provide practice or actual experience such as writing letters, using the telephone to acquire information, participating in interviews, etc.

F. Special Hints for the CBAE Facilitator from Developers/Teachers

•••• As the instructor/facilitator in CBAE, you can use several instructional methods. The program is designed primarily to be individualized; however, you can set aside class periods for the entire class to be instructed on a performance standard that is not suited for total individualization. Examples: The Inquiry Method, Science Lab Demonstration, Student Reports. This instructional process should be announced ahead of time or posted to alert the class so that all students will be present at the same time. Group activities can also be used. Student may at times be able to work together when assigned to the same performance standard. This would be very appropriate for sociology, science projects, history courses, and speech. You will find that many of the performance standards require some sort of group interaction.

•••• Student progress through learning guides will vary depending upon motivation, time spent in class working, achievement levels, previous knowledge of the subject, and other variables. An agreement between the student and the facilitator should be made as to how much work should be accomplished by a specified time. Students should realize that they are progressing either normally or not doing as well as expected.

•••• Watch out for students who consciously or unconsciously do the following:

- Come to you and want to attempt the post-test before going through the activities in the guide.

- Come to you continually for information and instructions that are contained in the guide and resources.
- Cheat on the self-checks and have difficulty passing the post-tests.
- Consistently skip over using resources called for in the learning guide.
- Become frustrated due to lack of progress.
- Interfere with other students' learning.
- Fail to use time wisely.
- Appear to need more resources and study not contained in the learning guides but want to take the post-test.
- Look for excuses to move around or leave the room.

•••• Avoid the temptation to teach everything yourself if it is in the learning guides and resources.

•••• Avoid the tendency to try to keep the entire group together all the time unless there is a good educational reason for doing so. Once sufficient guides are available, students should be able to speed up and slow down as their learning needs dictate.

•••• As you get new learning guides, go through them and the resources referred to so that you become familiar with them.

•••• If you do not have the tools, supplies, or equipment needed for students to actually perform the task hands-on as called for in the guide, at least have students go through all the resources and references and take the post-test.

•••• Keep in mind that these materials are not perfect. There will be mistakes and omissions. Occasionally, you find something mentioned or pictured that is not appropriate for your setting. This project developed a tremendous amount of learning materials in a relatively short period of time (6 months - high school guides). At this rate, mistakes are bound to occur. Simply alert your students to these possibilities and note them so they can be corrected.

•••• If you sincerely feel that this approach to instruction will **NOT** work, it won't! On the other hand, if you believe that showing students exactly what they are to learn and giving them the time and help to learn it is a better way to go, the chances are great that you will find a way to make this approach work!

•••• Have some group activity every day. It is important to develop oral skills as well as reading and writing skills. In fact, Performance Standard 1.05 (language arts) measures whether students can listen and join in classroom discussions. They need ongoing practice.

•••• Students also need practice in speaking informally before the group. This forces them to structure their thinking. Students love to talk. Give them something important to talk about.

•••• In group activities you can address other learning styles and provide the change of pace from constant textbook learning that will keep your students learning.

•••• ABE students are rarely motivated purely by the love of learning. They like to have the lessons made relevant and presented in many different ways. They often come just to be with other people.

•••• You love to teach. Let your students "catch" your enthusiasm.

•••• Show an educational film or video tape from your media center on science, social studies, health, geography, etc. Most are twenty or thirty minutes long. Always preview. Always discuss before and after viewing.

•••• Set aside a certain time of the day or week to discuss current events. Have students bring in items or bring the paper yourself.

•••• Study one state or country a week. Have a few students make a report or ask everyone to bring in some information. Bring in an almanac and an atlas and teach them to use the table of contents and index. Get a puzzle map of the U.S. and/or world. This is a great opportunity to get someone to make a chart or graph comparing some aspect of several states or countries. Or focus on a famous person or invention per week.

•••• Read/teach a poem a week. "Trees" (Kilmer) is a good one to start with. Follow with your favorites and then ask the students to find some. Children's poems can nearly always be used with the proper introduction. Tell them, "This is a poem you can read to your children," or, "This is a famous children's poem that you have to know about to be educated!" Poems are great for teaching vocabulary and stirring up philosophy discussions. Ask some students to memorize a verse or two and recite or read before the class. Have a poetry contest for some candy bar prizes. Don't forget limericks and silly poems. Have fun!

•••• Read one of Aesop's Fables each week. Poor readers need to learn that there is often a hidden meaning behind the words. They need to know what a moral is. Ask them for modern examples illustrating the one you just read.

•••• For serious students, spend a few minutes regularly reading the U.S. Constitution to them. Discuss.

•••• For the last few minutes of class, play a parlor game, such as, "I went on a picnic and took some apples," with the next person having to name all the preceding words in order as well as adding one of his own. For lower level people, you may have to point to the letters. This is good training in memorization and in word and letter association. You can play Bingo in endless variations--with sight words, vowel sounds, multiplication tables, etc. Have the students write their own cards from a list of choices on the board.

•••• Develop your own collection of math oddities to discuss. Put the students in groups and ask them to put the numbers one through nine in a Magic Square--so that all rows, columns, and diagonals add up to the same number. Another day give them two through ten.

APPENDIX VI-A
CBABE STUDENT INFORMATION SHEET

Entry Date: ______________

Entry Term: ______________

Subjects: ______________________________

____

____

Student Name: ____

Address: ____
Number Street City Zip

Phone: ________________ Marital Status: _____ No. of Children: __________

Birthdate: ________________ S.S. #: ______________________

Last School Attended: ______________________________________

Last Grade Completed: ________________ Employed? ______________

If employed, where? ________________ Part-Time _____ Full-Time _______

Not employed: _____ Are you seeking employment? ______________

Handicapped? _____ Type: ______________________________

Receive Public Assistance? ____ Limited English Proficiency (Foreign Born) ____

Purpose of Program Entry: (Check one or more below)

- ___ Adult Basic (literacy) skills
- ___ Adult High School Completion
- ___ G.E.D. Preparation (must be 18 or older)
- ___ Increase Personal Competencies (have Diploma)
- ___ Vocational Supplemental (Employed; up-grade current job related skills)
- ___ Leisure Time/Recreational

What other course(s) have you taken? ______________________________

____

____

What are your hobbies and interests? ______________________________

____

What do you plan to do after obtaining your program goal? ______________

____

COMPETENCY MASTERY CHART

Page ____ of ____

Facilitator

Student Name

Class Entry Date

Class Exit Date

Subject Area

Placement (TABE SURVEY) LEVEL

Date Test Taken (TABE SURVEY)

ENTRY TABE Testing

Diagnostic/Prescription Recommendations

READING SCORE ________ Date ________

WRITING SCORE ________ Date ________

MATHEMATICS SCORE ________ Date ________

READING LEVEL ________ Date ________

WRITING LEVEL ________ Date ________

MATH LEVEL ________ Date ________

Student Goals Post-TABE Exit from Program

COMPETENCY #	PRE-TEST Date/Score		Learning Activities	Self-Check	Review Exercises	POST-TEST Date/Score		INSTRUCTOR INITIALS	COMMENTS

Instructor Signature: ____________________
Date: ____________

Test Average ________
Exam Grade ________
Final Grade Ave. ________

Dean's Signature: ____________________
Date: ____________

APPENDIX VI - B

Competency Mastery Chart

APPENDIX VI-C

STUDENT SELF-DIRECTED USE OF CBABE LEARNING GUIDES

Look at the first page of the sample student learning guide (Appendix VI-D). Each student learning guide is similar to this. Learning guides are used to guide you through a learning process to master the performance standards. In some cases, you will find more than one performance standard covered in a learning guide. This first page of the learning guide gives the following information:

- Subject Area Covered
- Performance Standard(s)
- Introduction
- Pre-Test Needs
- Post-Test Needs.

Subject Area: In CBABE there are seven subject areas to which you may or may not be assigned, based on your entry testing scores. Subject areas most often assigned are in READING, WRITING, or MATH. You may want to choose other subject areas, such as HEALTH, CONSUMER EDUCATION, SOCIAL STUDIES, OR PHYSICAL SCIENCE.

Performance Standards: Performance standards are the same thing as competencies. That is, knowledge you must know about the subject area. An example is "be able to place words in alphabetical order." The performance standard(s) is noted on the first page of your learning guide and repeated on each page.

Introduction: The introduction section states the outcomes (results) of what should happen for you after completing the learning guide. Sometimes other information is added to help you understand the performance standard.

Pre-Test: This is where you will start before moving to the next page which is the "Learning Steps" section of the guide. Competency-Based Education does not want you to have to repeat knowledge you have already learned.

You must ask the instructor to give you the PRE-TEST before beginning each learning guide.

Post-Test: If you don't master the Pre-Test, you will complete assigned learning steps in the learning guide as directed. The post-test will tell you and the instructor whether you have mastered the performance standard(s) and can move on to another standard.

- Turn to the next page of the Learning Guide. Note that the subject area and performance standard(s) are given again. You are asked **NOT** to write on the learning guide.

- The "Learning Steps" will tell you . . .

  ••• what resources to use,
  ••• how to use the resources, and
  ••• feedback on how the work was done

- Your instructor may say that you do one or more of the learning steps based on your learning needs.

- Follow each learning step as assigned (in order from lowest number to highest). Look at "Special Instructions" for what to do after each learning step.

Learning Resources: Your learning resources are in the classroom. The instructor will show you how to use the learning resources to complete the learning steps.

- As you go through the learning steps, you may need help from the instructor. Ask for help.

- **Self-Check Test**: You will complete the self-check test after discussing your progress with the instructor. You may grade it yourself.

- The answer key to the self-check is in your learning guide. It is important that you don't look at answers before or during taking the self-check.

- After taking the self-check test and grading it, show to your instructor and discuss your progress.

Post-Test: After discussing your progress with the instructor, he/she may say that you need to do more activities before taking the post-test. The post-test says you know the performance standard(s) if passed at an 80% level.

Competency Mastery Chart: You will have a Competency Mastery Chart (Appendix VI-B) for each subject area. Your pre-test and post-test scores are recorded on your subject area Competency Mastery Chart. You may keep another copy of this chart in your personal file folder to note your progress. The instructor keeps a chart and records the score, date and his/her signature saying you have mastered standards.

- After all standards assigned are mastered, you have successfully completed the subject area.

- The Competency Mastery Chart becomes part of your permanent record folder.

YOU HAVE NOW COMPLETED A STUDY OF THE STUDENT LEARNING GUIDE.

- Turn to page VI-E-1 and take the "CBABE Self-Check on Use of Learning Guide (Appendix VI-E), which will tell you whether you are ready to begin the first student learning guide for the subject you have been assigned.

- Show the Learning Guide Self-Check Test to your instructor and discuss any questions you may have before beginning your first learning guide.

"There is no failure in no longer trying."

-- Elbert Hubbard

APPENDIX VI-D

SAMPLE STUDENT LEARNING GUIDE

COMPETENCY-BASED ADULT BASIC EDUCATION

STUDENT LEARNING GUIDE

SUBJECT:	HEALTH
PERFORMANCE STANDARD #:	4.53
LEVEL II	(5 - 8)

PERFORMANCE STANDARD(S): 4.53 Know common illnesses and seek proper medical help

INTRODUCTION: After doing this learning guide, you will know common illnesses and be able to seek proper medical help.

PRE-TEST Before you start this guide, ask your teacher for the PRE-TEST on this standard. Take the PRE-TEST and have your teacher grade. If your score is 90% or above, go to the next learning guide.

POST-TEST

FOR SCORES BELOW 90%

After you complete the activities in this module, you will take a POST-TEST which must be passed at an 80% or above level. DO NOT WRITE ON THIS GUIDE.

COURSE: HEALTH LEVELS: 5 - 8

PERFORMANCE STANDARD: 4.53 Know common illnesses and seek proper medical help.

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

Complete the learning steps below. Check with your teacher as noted and for help if needed.

LEARNING STEPS	SPECIAL INSTRUCTIONS
Use: Life School - Health	
1. Read handouts 1 - 8 on pages 278-285. Complete the activities on each page.	1. Use Teaching Resource, pages 275-276 for "Body Parts and Breast Check." Check handouts 3-8 with the answer key on page 3 of this learning guide.
2. Complete handout #9, (SELF-CHECK) page 4 of this learning guide.	2. Check handout #9 with the answer key on page 5 of this learning guide.
3. Read handouts 10-20 on pages 287-297. Complete activities on each page.	3. Check handouts 10-16 with the answer key on page 6 of this learning guide.
4. Before taking the last SELF-CHECK, see your teacher.	4. Ask your teacher to look over your work.
5. Take SELF-CHECK (page 7, handout 21) in this student learning guide.	5. See answer key on page 8 and check your answers.
6. Get the POST-TEST from your teacher.	6. Your teacher will say if you are ready to take the POST-TEST.
7. Take POST-TEST. Have your teacher grade.	7. Additional activities may be given if your score is less than 80%.

ANSWER KEY

< < > >

Handouts #: 3 - 8

COURSE: HEALTH

LEVELS: 5 - 8

PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

HANDOUT #3:

Answer 1: every year or once a year
Answer 2: see a doctor

HANDOUT #4:

Answer 1: every 3 to 5 years
Answer 2: every year

HANDOUT #5:

Answer: every 1 to 3 years

HANDOUT #6:

Answer: once a month

HANDOUT #7:

Answer 1: yes
Answer 2: no

HANDOUT #8:

Answer 1: yes
Answer 2: no

SELF-CHECK

< < > >

Handouts #: 9

COURSE: HEALTH

LEVELS: 5 - 8

PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

Circle "T" for true sentences. Circle "F" for false.

T F 1. Tests are a quick way to find out if something is wrong.

T F 2. If something is wrong, it's good to know about it early.

T F 3. Most adults need a blood pressure check about once a week.

T F 4. There is a skin test for TB.

T F 5. Most adults need a TB test every 3 to 5 years.

T F 6. The Pap test is a test for cancer.

T F 7. Most women need a Pap test only every 5 to 10 years.

T F 8. Women need to do a breast check every month.

T F 9. People who are well don't need any tests.

T F 10. You should tell your doctor about family diseases.

SELF-CHECK

ANSWER KEY

<<>>

Handout #: 9

COURSE: HEALTH

LEVELS: 5 - 8

PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

1. T
2. T
3. F
4. T
5. T
6. T
7. F
8. T
9. F
10. T

APPENDIX VI-E

CBABE SELF-CHECK ON USE OF LEARNING GUIDES

Choose the best answer for each question. Complete any other activity requested. DO NOT mark on this self-check. Use your own paper.

1. Which one of the following is **NOT** found on the first (cover) page of a "Student Learning Guide."

   a. Performance Standard Number and Standard
   b. Introduction
   c. Learning Activities
   d. Subject Area Covered
   e. Pre/Post-Tests Information

2. There are seven subject areas covered in CBABE. Six of them are listed below. What is the seventh one?

   a. Reading
   b. Mathematics
   c. Social Studies
   d. Consumer Education
   e. Physical Science
   f. Health
   g. ?

3. Which of the following statements are true and which are false?

   a. Competency-Based Education says that you must complete all student learning guides for a subject area.
   b. You take the pre-test before starting work in a learning guide.
   c. You can take the post-test whether completing the activities or not.
   d. You must score 80% or above on the post-test before mastery of a standard is validated.

4. Which one of the following is **NOT** part of the Learning Steps?

   a. what resources to use
   b. where in the room to find the resources
   c. how to use the resources
   d. feedback on how the work was done

5. Very briefly and in complete sentences describe how you use the "self check" in the learning guide.

6. What important scores are recorded on the Competency Mastery Chart?

ANSWER KEY: 1. c 2. Writing 3. a. f b. t c. f; d. t

4. b 5. teacher graded 6. pre and post-tests

APPENDIX VI-F

CBABE LEARNING LAB INFORMATION SHEET (LEVEL II)

Welcome to the CBABE LEARNING LAB. In this room you will find students working at several different levels and on different subject areas. Each student works at his/her own pace of learning by using individual STUDENT LEARNING GUIDES.

There is a STUDENT LEARNING GUIDE for each course performance standard. Some performance standards have been combined within a guide.

HERE'S HOW IT WORKS . . .

- Your guides may be in "packet" form. You work on one guide at a time. Performance standards are numbered in sequence (i.e., 1.01, 1.02, 1.03, etc.)
- The first page of the guide will tell you what to do in order to master the performance standard.
- Included in each guide are LEARNING STEPS (assignments), SPECIAL INSTRUCTIONS, self-checks and answer keys.
- In some cases you will be given additional activities, tests, and performance standards.
- All work is individualized, that is, you will be working by yourself with special help given by the Lab facilitator. At times there may be small group instruction.
- If your learning guides are in packet form, they will be filed by subject area and noted by title and performance standard numbers.
- If filed by individual standard numbers, look for the subject area and performance standard in an individual file folder. These are kept in a file cabinet.
- Your LEARNING FACILITATOR will show you where the guides and instructional resources can be found in the Lab.

You will have a PERSONAL FOLDER which contains COMPETENCY MASTERY CHARTS, assignments and work, this memo, CBABE Learning Contract, Student Information Sheet, and CBABE Testing Forms, and any other information relating to your progress.

- On the first page of each learning guide, you are told to take a PRE-TEST before beginning the "Learning Steps."
- You may want to look at the self-check in the guide before taking the pre-test.
- If you pass the pre-test at 90% or above, you do not have to complete that particular learning guide. You have shown mastery of the standard.
- If you do not pass the pre-test, you complete the assignments in the "Learning Steps" and "Special Instructions" as noted by your facilitator and the guide.
- After discussing your progress with the Lab Facilitator, you may be given extra activities or assigned the POST-TEST. Both the PRE-TEST and POST-TEST are monitored by the LAB Facilitator.
- If you pass the post-test at 80% or above, your grade will be recorded on your COMPETENCY MASTERY CHART. You may proceed to the next assigned standard.

ATTENDANCE CARDS:

- When you enter the Lab, pull your attendance card from the file kept near the facilitator's desk. Fill in the date and time of entry.
- When you leave the lab, complete the time of exit. Return the card to the proper file section.

Attendance is very important to your successful progress. You may be assigned specific days to attend the Lab. Follow your schedule and attend each day.

You must stay in the Lab after entry until break time. You must return to the Lab on time after break. Coming and going of students is disruptive to learning. Check with your Lab Facilitator if an emergency.

MATERIALS CHECK-OUT/CHECK IN

LAB

Instructor

TERM:________________

Name	Materials Loaned	Date of check-out	Time	Date of check-in	Time	Initial

EXITING FROM THE CBABE LAB

- If you are enrolled in either READING, WRITING, or MATH, you will be given a final exam before exiting the subject area. Whether to give the final exam is a decision made by the Lab Facilitator.
- You are expected to raise your reading level by at least one grade level. This is usually determined by a proficiency test or the TABE (Test for Adult Basic Education).
- If you wish to raise your reading level up to at least the eighth grade, you can choose to stay in the Lab. In fact, it is recommended, especially if you plan to earn adult high school credits or take the G.E.D.
- If you are preparing for the G.E.D., it is important that you complete WRITING. Your writing skills will be tested on the G.E.D.

Your Lab Facilitator is here to help you progress rapidly through the subject area performance standards. He/she will give you special assistance as you work through activities.

In some cases, volunteers are in the lab to help with your progress. If discouraged about your progress, seek out the help that is available to you.

YOU CAN BECAUSE YOU THINK YOU CAN!!

I have read and understand the above information:

Student Signature: ______________________________ Date ____________

(Place this information in your personal file folder).

NOTE: You are asked not to talk with other students while in the Lab. Quiet is needed for individual study.

APPENDIX VI-H
CBABE LEARNING CONTRACT

Term

Date

Subject

Student Name

Facilitator

For the subject named above, I plan to complete the Performance Standards listed below by ______________.
Date

I will check off each Performance Standard by the number and note what Learning Steps by number that I studied.

I will present this information to my Facilitator and ask for help if I need it.

Performance Standard Numbers				Learning Activities Numbers		
Check		Date		Check		Date

Learner Signature

Facilitator

APPENDIX VI-I

TEACHING READING TO THE ABE STUDENT WHO CANNOT READ

by Linda Thistlethwaite

Translating theory into practice

> *How do I teach the ABE student in my classroom who can't read? In many areas I feel competent to teach adults. And the increasingly new and better materials written especially for the adult who is continuing his basic education make my job easier. But I have no training in teaching reading, and I don't know how to help the adult whose reading skills are less than the minimal.*

These thoughts may plague you as they do many ABE teachers who are striving to help adult learners achieve competency in reading. Educators engaged in teaching reading to adults need to be cognizant of current interpretations of the reading process. What prominent reading theorists say about the essence of reading is applicable to the ABE student who is just beginning to learn to read.

A Theoretical Base

An unprecedented interesting in reading as comprehending (as opposed to pronouncing words) is evidenced by a cursory look through current reading journals and convention programs (Durkin, 1981, p. 23). Numerous reading theorists are attempting to define this complex cognitive process. Kintsch and Vipond (1977, p. 16) contend that comprehension involves the construction of the meaning of a passage from written text. Pearson and Johnson (1978, p.24) state that "comprehension is building bridges between the new and the known." Smith calls this "making sense of the world" (1975, p. 1). Comprehension is an active process and involves a great deal of inference making; readers interpret and alter what they read in accordance with their prior knowledge. Comprehension, therefore, is a dialog between the writer and the reader (Pearson & Johnson, 1978, p. 4).

The traditional view of reading has been a "bottom up" or "text-driven" approach (Goodman, 1979, p. 660). According to "bottom-up theorists, the reader begins with print, the first and most important task being to decode the sound-symbol relationships (Pearson & Kamil, 1978). Reading is viewed as the processing of each small unit successively and accurately to get a larger unit (Gough, 1976). In other words letters are processed, words are identified, word meanings are checked one-by-one for coherence with the sentence in which they occur, and finally sentences are understood (Rumelhart, 1976, p.4).

The term "top-down" was coined in response to the "bottom-up" view. Essentially, the "top-down" theory is a "reader-driven" theory where the reader operates actively without dependence on the text (Goodman, 1979, p. 660). In a "top-down" theory primary importance is given to what is in the reader's mind. The emphasis is on the generation of hypotheses about the meaning of print (Smith, 1978).

A third term, "interactive," is now being applied to comprehension theory. Here reading is viewed as an interactive process in which text (print) and world knowledge (what is in the reader's head) interact (Rumelhart, 1976). In an interactive model of reading, the reader begins by simultaneously generating an hypothesis about the meaning and initiating letter and word identification. It is analogous to different tasks and negotiating with each other to solve a problem. Both top-down and bottom-up components are mutually facilitative (Pearson & Kamil, 1978). This interactive view of the reading process is perhaps most pertinent to present-day understanding of the art of reading.

Goodman views reading as an interactive process in which the graphophonic (letter-sound), syntactic (grammatical) and semantic (meaning) cueing systems operate interdependently. The reader hypothesizes meaning on the basis of minimal actual information from the printed page (Goodman, 1979). As defined by Cooper and Petrosky (1976), reading is a cognitive process of actively acquiring and organizing the visual configurations from the text on the basis of what the reader already knows, the task at hand, and the rules of categorization, organization, and syntax. The fluent reader risks error in order to learn about the printed text and to predict meaning. Since readers are more concerned with the identification of meaning than with the identification of words, they reduce uncertainty about meaning (and thereby error risk) by making use of their knowledge of the world and of orthographic, syntactic, and semantic redundancies. It is because of these redundancies that the reader is able to sample, predict, conform, and integrate the information from the printed page.

The Classroom

Having a sound theoretical base - understanding that reading is comprehending - is important. But it is only the beginning. How does a teacher help adults who cannot read? Where do you start? Offer them a fresh beginning. Rather than emphasizing phonics or memorization of words (approaches to reading that the adult disabled reader may associate with failure to learn to read as a child), help the adult beginning reader to view reading as a process of meaning construction. Studies have shown that adult disabled readers are likely to have a phonics-based or whole word model of reading (Keefe & Meyer, 1980; Gambrelle & Heathington, 1981). Offering a comprehension-based model of reading to these adults gives them a new and different way of looking at reading. They may see that they do not need to depend upon strategies that were earlier unsuccessful.

Rather than depending upon sounding-out or memorization strategies, a comprehension-based model of reading emphasizes the use of context. Encourage the readers to use what they do know to figure out what they do not know. Reading to the end of the sentence is the first step. Next, the reader should think about the following questions: What would make sense? Given what I know about the topic, what I've read so far in the text, and what I know about how language sounds, what are some logical guesses for the unknown word or phrase? Once the reader has thought of several logical choices, application of any basic knowledge of phonics (usually limited to noting the sound of the initial letter of the word) can help in determining which of the logical guesses sounds the same as the printed word (Cooper & Petrosky, 1976; Goodman, 1979; Smith, 1979).

Specific Strategies

The following reading activities are comprehension-based. They stress reading as the understanding of text rather than the sounding out of words. They represent a whole-language approach.

Listening, discussion, and writing experiences are viewed as integral parts of the reading program rather than isolating reading from other language activities (Halliday, 1978; Leigh, 1980; Watson, 1982).

The nature of the ABE classroom requires that the adult learners who attend be independent in their learning experiences to some extent. This independence is particularly difficult for both instructor and student if severe disability in reading is/the basic problem. Minimal reading skills rule out the use of a number of independent activities and adult-oriented materials typically used with ABE students. In response to this problem, the following activities stress independence in learning and allow even the non-reader to function in the typical ABE setting.

Assisted Reading. Assisted reading can be an effective reading strategy with adults. In this approach, the instructor and the student read the text together. This supportive help is often needed by the student to build confidence. When the student appears to be reading confidently with the instructor, the instructor fades out and allows the student to continue independently. At the reader's slightest hesitation, the instructor fades back in to offer support (Hoskisson, 1975). For the beginning reader, text with repetitive language patterns and songs with rhymes and refrains work very well.

Adult learners may view reading with a tape recorder more positively than directly reading with the instructor. It is more private and less likely to be viewed as school-like. The tape recorder is also helpful if direct tutorial time is not available. When using the tape recorder, learners can first listen to the taped lesson several times, following along visually with their copy of the taped material. Next, students can read the text with the tape recorder. When the reader feels fairly confident with this "read-along" strategy, the tape recorder can be turned down so that the external cues provided are minimal. Carbo (1978) gives helpful hints for the preparation of taped materials for use with assisted reading.

Language Experience Approach. In this strategy, the reader actually creates the material for the reading lesson (Hall, 1976). The lesson begins with dictation of the student's thoughts or feelings about a particular topic. Possible topics include description of something that has happened or an upcoming activity, or explanations of how to do something or how to get a particular destination. Sometimes pictures or a period of discussion prior to the actual dictation are helpful in stimulating a student's thoughts.

A transcription of the learner's text (exact words) provides the material for later direct reading instruction. The incorporation of cues provided by the reader's memory of the general content and personal language structures is particularly helpful for the severely disabled reader. Thus, students do not have to rely solely on the printed text as they read.

In the tape recorder is used for the initial dictation, the dictated text can later be used by students to independently check the accuracy of their reading of the transcribed text. Using the tape recorder also allows students to use their language experience text as an assisted reading lesson before reading it independently. And too, the tape recorder allows the student to be an independent learner. The older learners may view the reading experience as more adult-oriented if they sometimes work alone with a tape recorder rather than always directly with the instructor.

A variation for the student who cannot handle a large amount of text is the use of picture sentences. The student tapes self-selected pictures (from magazines, newspapers, etc.) to separate sheets of paper. As the student dictates one or two sentences for each picture, the text is written underneath each. Beginning adult readers can also design short texts for each picture in a wordless book or for a set of cartoon frames from a newspaper. If the picture-oriented text has several lines of print on all or some pages, the print can be overlayed with strips of heavy paper.

Use of the tape recorder allows for later recording of the sentences. It can also serve as a tool for self-checking the reading of the sentences. If the tape recorder is used, care should be taken to record sentences by picture number so that the student is looking at the correct picture cue and text as he checks his reading with tape.

Incorporation of Listening and Discussion with Reading Activities. Often the adult who has serious reading problems benefits from a program that incorporates listening with reading. The wider a person's experiential background concerning a given topic, the easier it is to read about related experiences. For example, if the student is interested in the Civil War, listening to taped material about this topic can provide the background knowledge that will be beneficial to the student's reading of some simple text on the same topic. Perhaps a portion of the taped material can be written in a simpler language and later used in direct reading instruction. Or a language experience lesson could be based on the student's personal reactions to the material. Although taped material is not suggested as a replacement for discussion and the interaction this provides, tapes are an alternative means for providing experiential background.

It is easy for the adult disabled reader to feel left out and alone in the ABE classroom if the majority of those attending are reading at higher levels. Thus, group discussion of material read and or listened to can provide the means by which students performing at various levels can interact with one another. Even the adult who is just beginning to read can share in these discussions if the reading program is being enriched with coordinated listening activities.

Reading through Writing. Some students may increase their reading abilities through their attempts to write. Students may keep a record of words and phrases they encounter in their environment that they want to be able to read. Copied popular songs and rhymes can also be part of the writing-reading program. Advertising slogans copied from the newspaper or billboards can be included. This written material is later used for direct reading instruction. It is highly motivational since it is self-selected by the students and exemplifies print that is part of their life experience. The student's writing, however, should not be limited to copying. The expression of ideas and personal feelings should be encouraged without undue concern focused on grammar and spelling (Watson, 1982). Setting a goal of writing for a specified number of minutes each day rather than a goal of producing a certain amount of writing often is helpful.

Many Opportunities for Reading. McCracken (1971) suggests a strategy called sustained silent reading (SSR) that relies upon a comprehension based model of reading and on the theory that students learn to read by reading (Smith, 1979). In this approach, the student simply reads without changing his material for a specified period of time. It may work best for the student to set a timer if one is available. Readers decide what material they will read and the length of time that sustained silent reading will be possible.

Although this strategy may appear more appropriate for the student who is not a beginning reader, even the adult who has only minimal reading skills can benefit from this activity, simply by exposure to print. It may be helpful if readers select a text with pictures to act as cues for the print. SSR periods also may provide time for students to browse through the material that they would like to be able to read. Whatever the material, a key component of the strategy is that the entire emphasis is on reading, not on completing exercises related to the reading material.

To make students aware of when their comprehension has broken down, a reader-selected miscue strategy might be used (Watson, 1978). Remind the students that as they read they must continually ask themselves if what they are reading makes sense. When they come to text that doesn't make sense, they should write down the sentence or part of the sentence that they don't understand. After they have completed the text, they should go back to the problem areas they marked as they read. They may find that the context of the entire text helps to clarify the problem areas initially defined. If uncertainty still exists, discussion with the instructor can provide clarification. It is effective to incorporate this reader-selected miscue strategy with SSR.

Students should be encouraged to read at home daily for a specified period of time. The material should be at the reader's independent reading level; that is, it should be material that he can easily read with no assistance. If there is little material available that the student can read independently, a portion of this daily reading time might be spent in collecting material that the student would like to be able to read. The material can become the basis for later assisted reading lessons, or it could be used instructionally if written at a lower readability level.

Daily reading time might also be spent in re-reading material that has previously been read in class. The reading, however, should always be for a purpose. For some students, gaining fluency is in and of itself a reason to read, re-read, and read again. For others, reading stories to their children can be a reason for rereading. In fact, ABE students who have young children, it might be possible to use some children's books as either independent or instructional reading materials.

Reading to Adult Learners. Even adults enjoy being read to ... All students attending the ABE center, those with greater reading abilities as well as those with minimum reading skills, may enjoy this experience and perceive periods of being read to as a time to wind down and relax. Incorporating reading to students as a part of the daily curriculum provides the students with a good reading model and gives them the chance to explore material that is more complex than material that they could read independently (Watson, 1982). And it is a means by which you can bring a group of adults with diverse needs and backgrounds together.

Summary

A reading program for the adult learner who has only minimum reading skills should incorporate reading activities that immerse the student in actual reading experiences. Rather than emphasize phonics and isolated exercises, working with connected text via such approaches as assisted reading, language experience, and daily independent reading periods is suggested. The tape recorder can be used sometimes with reading activities to provide a greater measure of independence.

Although time spent reading is of key importance, listening activities, discussion, and writing experiences should be vital parts of the learner's reading program. They provide content background for the text to be read as well as actual material that can be used in direct reading instruction.

Emphasizing a comprehension-based model of reading (rather than a phonics or whole-word model) allows the student to use information beyond the printed page as well as the entire text itself to derive meaning from print. In a comprehension-based reading program, the question "Does this make sense?" is always the uppermost question in the reader's mind. A comprehension-based model of reading is predicated on the theory that reading is an interactive process of comprehension where all the cueing systems of language operate interdependently to help the reader predict and confirm meaning from text.

SECTION VII

WHAT ELSE?

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Reaching Out-ABE Teacher/Recruiter/Counselor VII-10

ABE and Parenting VII-13

Effective Use of Volunteers VII-13

Section VII

What Else Do I Need to Know?

The ABE Teacher

An ABE teacher is more than a teacher of academic subjects. Often, to ABE students, the teacher will be a "significant other" in their lives. At times it can appear to be an awesome responsibility. The ABE teacher is the confidante, friend, and helper of the adult learners. However, these roles do not evolve instantly. Because ABE learners expect to be rejected again, as they have been in the past, most feel insecure, inadequate, and fearful. The first task of the teacher is to build up the self-confidence of the learners. A good way to accomplish this is for the teachers to treat each student as they would treat the most important person they know. Adult learners resent a teacher who feels or acts superior.

As a teacher, it is important to establish with the students a spirit of understanding which is based on mutual respect. This means that the teacher will expect the student to learn and will expect to learn from the students.

The ABE teacher must be aware that students who come to an ABE class have many outside pressures--economic, family, social, and frequently psychological. Students who have other worries cannot study effectively. This may mean taking time to listen to the concerns of the students, providing support and encouragement, or even intervening with an agency. If the pressures are immediate, help must be given at once.

To keep students from become discouraged, the teacher should talk softly, but distinctly, and should sit down with the students, not stand over them. A compliment is more productive than a correction. When a student must be corrected, do so gently with sufficient, but not overwhelming, explanation. Be sure to show the purpose for the correction; take advantage of an already developed adult mind.

Teachers must realize that their goals and values may not be the same as the students. Students must be accepted for what they are and also viewed as to what they can become. Students must be allowed to set their own pace for learning. The teacher needs to exercise patience at all times.

The teacher's manner is the most important ingredient in the classroom. A radiant, joyful, and positive manner becomes contagious. Communicate a liking for each student through an inner warmth or a gentle smile. Teach from the heart. Coax rather than scold. Be supportive with students by encouraging them and showing that you have confidence in them. Make every minute count, because time is precious to the adult learner.

The "10" Best ABE Teacher Characteristics Checklist:

1. Radiate confidence.
2. Never scold, embarrass, or criticize.
3. Show students that you care; be sensitive to their needs.
4. Be courteous and thoughtful.
5. Enjoy sharing your knowledge and yourself.
6. Be humble, admit your mistakes.
7. Be able to laugh at yourself, use humor to your advantage.

8. Be patient.
9. Be flexible.
10. Believe in what you are doing.

In addition, ABE teachers must know the subject matter. This requires study. Teachers may need to keep up with new curriculum and methods, to attend inservice and other workshops; and to learn the various ways to explain materials to the learner. They must be aware of different learning styles and supply instruction to meet those individual styles. Many ABE students may possess learning disabilities. The ABE teacher should have training and some expertise to meet this difficulty experienced by students. ABE lessons should be planned using a diagnostic/prescriptive approach for each student. The ABE teacher uses a competency-based approach to instruction, noting what each student knows already by prediagnosis and prescribing only those competencies the student needs to master. The ABE teacher uses a life skills approach that plans, with the student input, exercises geared to the student's interests.

ABE teachers should make every effort to meet with other ABE teachers to mutually reinforce and replenish each other.

ABE Teacher Role in Counseling:

The difference between guidance and counseling is one of emphasis. Guidance is seen as a service while counseling is seen as a process. Guidance deals mainly with the collection and dissemination of current and relevant information about the society in which we live. Counseling seeks to integrate individuals so that they may appropriately and effectively utilize guidance services and, in general, effectively deal with the problems of living. Guidance is seen as a set of services of which counseling is but one.

The Adult Center Setting for Counseling:

The success of the ABE guidance team rests upon the concept of flexibility. Guidance services are usually provided by a team of people rather than one person. This implies the necessity of the team approach in the ABE setting. Generally, the team will consist of administrators, teachers, counselors, teacher-aides, volunteers, and other personnel. The "admission specialist" or secretary is vital to the first impressions of entering ABE students. All adult center staff members need to be involved in training relative to student needs. "Counseling" becomes everyone's job!

Most adult centers have an entry counselor on duty to help students with registration. This person is usually trained in the proper conduct of counseling services. The adult counselor should display all the skills and understanding of the clients as outlined for the ABE teacher. Adult students should also feel comfortable about using both their ABE teacher and counselor to help with personal needs.

The following is a list of characteristics that the counselor and teacher must demonstrate in order to function competently in the role of an effective helper:

1. Empathy:

   Empathy is the ability to be with a person in his deepest emotional moment. The empathic teacher and counselor will attempt to view the world through the eyes of the student and will subsequently understand the nature of the feelings that are being experienced by the student without becoming entangled in those feelings.

2. **Respect**:

   Respect is accepting the student with unconditional positive regard. Respect is demonstrated by offering pride and dignity to every person regardless of his place in society. Respect is the ability to care without fostering dependency relationships.

3. **Genuineness**:

   Genuineness is the ability to demonstrate sincerity to the student. It is the ability to remove pretense from human interactions and to respond authentically to the student in time of need. Genuineness does not mean that the teacher or counselor always acts immediately on his feelings; rather genuineness would mean that he is aware of his feelings and is free to choose his response to them.

Active Listening:

How does one acquire the skills of conveying empathy, respect and genuineness? These characteristics are shown through active listening. Listening to the student and placing value on his input are imperative. The ability to listen is not easily mastered, but one can become a more effective listener with training and practice. Listening is hearing and understanding. Active listening will result in the teacher or counselor giving accurate and meaningful feedback to the student. When the student knows he is heard and understood, he will develop feelings of acceptance. Being accepted means that he is an acceptable person who is likable and important. His positive self-esteem will develop and he will begin developing appropriate behaviors that demonstrate his ability to adapt more effectively to the demands and stress placed on him by his society.

Community Resources:

The adult learner entering an ABE class may face difficulties in remaining in the course which are entirely unrelated to his or her academic progress. There may be financial problems which interfere with attendance. Other hindering factors may be babysitting, family illness, transportation, personal crisis, etc. Although these problems may be personal in nature, it is the role of the ABE teacher and counselor to be knowledgeable of community resources that may prove helpful in seeking solutions. Recruitment and retention of ABE students is a primary concern for all those in the roles of adult educators.

A network should be created with community agencies through knowledge of specific individuals who can be contacted, addresses, telephone numbers, etc. A community agency referral form should be developed so that it can be given to the student to take with him. You should follow up with the contact person at the community agency to alert that person that a referral has been made.

Here are some guidelines for making contact with community agencies:

1. Call and make an appointment to visit the resource agency, giving your purpose for the visit.
2. When you arrive, introduce yourself, re-explain who you are representing.

3. Describe the philosophy and purpose of ABE--nationally and specifically as it applies to your own city. Be prepared to answer questions knowledgeably. If possible, bring written brochures of ABE programs, guidelines, and purposes to support your statements.

4. Stress the importance of community and commercial participation in ABE. Also stress how ABE programs are aimed at helping industry and business in return by providing education for potential employees, etc. This will also look good for the company if they promote community improvement in this manner.

5. State the purpose of your visit; that is, to elicit help in some form from this community resource.

6. Provide suggestions as to the types of services the company, agency, or individual might be able to provide. The interviewee may not realize all the areas in which he could be of service.

   For example, could they provide any of the following:

   a. Classroom space for outreach ABE classes or G.E.D. preparation. Facilities--rooms, chairs, tables in their buildings or elsewhere around town.

   b. Financial aid or released time for employees who may be interested in attending classes.

   c. Publicity--free production of pamphlets, on T.V. or radio time, newspaper aids, posters, billboards, sidewalk campaigns, support of community forums on literacy.

   d. An "educational mentor" on site in the personnel office at the community resource.

   e. Materials--Educational, recreational, or otherwise, could be books for tutors, poster board, pencils, pens, any consumable products, etc.

   f. Medical aid -- Medicines, food, services.

   g. Speakers -- Could be in any line of work and be willing to talk to ABE groups.

   h. Service volunteers--Each company has a unique collection of employees with different skills who might be most helpful in ABE work. For example, a carpenter who would be willing to volunteer time to build shelves or teach ABE students how to do it, or an artist volunteer to design materials or teach an art class.

   i. Entertainment--Many companies have tours, trips, film afternoons, etc. connected with them. If possible, these could be arranged for ABE participants to attend at little or no charge.

j. Transportation -- Some companies might be able to provide free bus service or taxis for ABE people.

k. Job Internship -- Some companies might be willing to hire ABE participants as "good" risks in job situations, with job retention contingent upon ABE participation.

l. Other???

7. The person with whom you are speaking might not be ready to make an immediate commitment. If so, reschedule a definite time to hear his decision.

8. If a definite decision to help is obtained, make sure all details and procedures for carrying out the services are understood.

9. Thank him for his help. Then make sure you let other agencies know that this company was willing to be of service. Praise it widely so that other community resources will be encouraged to follow suit.

10. THE BEST WAY to get to business and industry may be through the local Chamber of Commerce. If the Chamber leaders get behind the literacy effort and promote this concept, you can be assured that participation will follow. Have this promotional concept well worked out in advance to present to the Chamber. "Literacy in the Workforce" is a popular concept these days and through national attention should be something that Chambers desire to explore.

Referral Agencies:

Many undereducated adults come from low socioeconomic backgrounds and need help beyond what education can give immediately. It is important that adult center staff be aware of community service agencies within the community that can provide assistance. Most medium to large counties publish a "community services directory." Usually, the handbook is purchased through the Human Services Council. The State also provides information free upon request concerning such agencies and services. There are five basic areas of universal concern that information should be sought. These areas are health services, social services, legal services, employment services, and educational programs.

The following list is not meant to be all-inclusive, but can be used as a guide for community referral sources.

HEALTH

- Medical and Dental Personnel (look for free services)
- Hospitals and Clinics
- Public Health Services
- Voluntary Health Organizations
- Mental Health Services

SOCIAL SERVICES

- Public Assistance
- Children's Services
- Handicapped
- Voluntary Organizations
- Church Sponsored Programs

LEGAL SERVICES

- Consumer Protection Groups
- Legal Aid Societies
- Public Defender Offices
- Juvenile Court
- Law Enforcement Agencies

EMPLOYMENT SERVICES

- Employment Agencies (Public & Private)
- Job Training Programs
- Institutional Placement Offices

EDUCATIONAL PROGRAMS

- Adult Education Programs
- Continuing Education
- Community Education
- Higher Education -- Community Colleges and Universities
- Trade and Technical Schools
- Business Schools
- Local Schools -- Special Programs.

When and How to Make Referrals with ABE Students:

1. The student needs help beyond what educators can provide.
2. Determine the type of additional services needed.

3. Is the service accessible and at a cost the student can afford?

4. Discuss the proposed action with the student to obtain his consent.

5. Look for signs of apprehension, anxiousness, defensiveness, or fear.

6. Provide understanding and reassurance and be able to answer student questions about the services of the referral agency.

7. It may be necessary to provide direct assistance by a phone call or accompany the student to the agency.

8. Always conduct periodic follow ups through the agency, the student or both.

Reaching Out--ABE Teacher/Recruiter/Counselor

Adult Basic Education Outreach is usually defined as offering ABE classes in community-based locations which are not necessarily in school-type facilities. School facilities are defined as buildings that are used by public school students during the daytime and by adult education during evening hours. Also, full-time adult centers may be located in buildings once used by the public schools. Outreach centers can be at churches, community recreation centers, senior citizen centers, Housing Authority Rent Houses, storefronts in shopping centers, or any site near where clients can attend without depending upon special transportation or other barriers that might interfere with attendance.

ABE Outreach is a necessity for reaching those adults who are usually non-readers, disadvantaged and from a low socioeconomic group. ABE Outreach is used because traditional methods of recruiting students are not always effective with Level I (0-5 reading) adults. Prospective ABE clients generally lack self-confidence; have a distrust of schools or institutions of learning, and display a poor self-concept which are all prohibitive to returning to school. Level I adults do not readily admit their lack of education; therefore, they require special efforts for identification and recruitment into ABE programs.

An effective ABE Outreach program involves having the ABE teacher serve also as the recruiter and counselor of students within his/her class. This concept is sometimes referred to as the ABE Teacher/Recruiter/Counselor (ABE/TRC). The idea of helping prospective ABE students overcome barriers to returning to education involves the following:

1. Community agency interaction.
2. Counseling through door-to-door contact.
3. Outreach classes in community buildings near clients to be served.
4. An informal instructional environment suited to adult learner needs.
5. The ABE Instructor serving as the counselor of the students he/she teaches and conducting continuous follow ups on students.
6. The ABE/TRC coming from the community to be served.

Specific characteristics of an ABE/TRC are as follows:

1. Ability to meet and communicate with people from all socioeconomic levels and races.

2. Display of self-confidence with demonstrated leadership abilities.

3. High school diploma with some community college courses or continuing education. An active desire to grow and learn by seeking out these opportunities.

4. A minimum of five years experience in a job with good recommendations from former employers.

5. Experience in leadership roles (i.e., church, volunteer tutor, community, clubs).

6. Receptive to taking directions and training for new roles.

7. Demonstration of empathy for others and a commitment to the ABE/TRC concept.

8. Skills that can be enhanced for ABE instruction in reading, writing, math, and everyday survival skills.

Staffing & Training for ABE/TRC Program:

Most Adult Basic Education programs have either a full-time or part-time coordinator. This person should be cognizant of all aspects of an adult literacy program, the desired curriculum, and training of personnel to conduct the instruction. Unique to the delivery of adult basic education outreach would be the ABE/TRC who may not be a certified teacher. The following conditions would serve to prepare a person to be an ABE/TRC:

1. A four to six-hour training session in humanistic behaviors, group dynamics, and values clarification.
2. A four-hour training session in adult learning theory and how to teach adults.
3. A four to six-hour training session in testing/placement, counseling, and the CBABE method of instruction.
4. Team teaching as a volunteer for at least one month with a certified teacher or trained ABE/TRC.
5. Volunteer work in the field with an experienced ABE/TRC who is conducting recruitment.
6. A four to six-hour training session in the teaching of reading.
7. A training session on record keeping. Monthly staff meetings which provide further assessment of training needs.
8. Training on community resources and how to effectively use them.

Resource for ABE/TRC Outreach:

For those interested in the ABE/TRC Outreach concept, a Handbook is available upon request from Brevard Community College. This resource is listed on page VIII-5.

ABE and Parenting:

Illiteracy has been closely identified with the educational level of parents. Statistics indicate that many school dropouts are children of undereducated parents. Parenting education should be incorporated as an instructional component of an adult basic education class. Parenting skills development classes offered in low socioeconomic areas can serve as a vehicle for recruitment into ABE outreach classes. There is an instructional program available geared specifically to this purpose. It is a parenting education curriculum written at two levels. Level I is at a second to third grade reading level and Level II is written at a sixth or seventh grade reading level. Eight parenting topics are addressed in eight to nine separate modules that can be consumed. An instructor or leader's manual accompanies the modules. Volunteers can be trained to lead parenting groups. BEST-PAL (Basic Education Skills Through-Parent Affective Learning) was designed specifically for adult basic education learners. It can be used to teach reading comprehension skills or as a parenting education program of the undereducated. A process manual accompanies the instructional materials which tells how to organize a BEST-PAL project within a community. BEST-PAL can also be used by the ABE instructor in the classroom as supplemental instructional material.

Effective Use of Volunteers:

CBABE naturally lends itself to the use of volunteers in the classroom. Individualized instruction involves specialized attention to student learning and social needs. Record keeping, pre and post-testing, and special assistance to student learners sometimes takes more time than one person can handle, especially if more than 10 students are being served in a classroom situation. Students may be working on different subjects and at different grade levels. As in most programs, teacher aides are a luxury. The next best choice for the CBABE classroom is the volunteer. One cannot assume that volunteers can walk into a CBABE classroom or any instructional situation and that all will go well. There are certain criteria that should be prevelant.

The following are general conditions that must be considered in a volunteer CBABE situation.

1. ABE instructors must be trained on how to effectively use volunteers.
2. Volunteers must be trained on how to be effective in a CBABE environment.

The following are general conditions that must be considered in a volunteer CBABE situation:

- A selection process which identifies the qualifications and dedication of the volunteers.
- A prepared list of what is expected of the volunteer in the CBABE classroom. What the teacher does and what the volunteer does.
- Nurturing and appreciation of the volunteer's efforts -CONSISTENTLY!
- A good matching of volunteers and teachers.
- Awarding of a certificate at least annually or when leaving the program. (i.e., ideally, an award luncheon for volunteers toward the end of the year).

There are many resources available which discuss the role of volunteers. An excellent one is published by the Literacy Volunteers of America, Syracuse, NY, entitled Tutor: Techniques Used in the Teaching of Reading, 6th ed.

SECTION VIII

CBAE & CBABE STAFF DEVELOPMENT AND PROGRAM MANAGEMENT

CBAE Staff Development and Management VIII-1

Resources for Staff Development VIII-4

CBAE Resource Personnel (Florida) VIII-7

Section VIII

CBABE Staff Development and Management

Many administrators, counselors, and teachers come to adult education with training suited to public school policies, procedures, and instruction. Most have had little or no exposure to teaching adult learners. Part-time teachers and counselors are usually full-time employees in the public school system and bring with them philosophies, attitudes, and instructional methods used with young people.

Because CBABE differs so greatly from the pedagogical approach to teaching, staff development in andragogy (adult learning theory) and the CBABE concept is crucial. It should be noted here that not all teachers will adapt well to the CBABE approach to instruction, mainly because they feel a "loss of control." Because of the instructional method inherent in CBABE, administrators and counselors should be involved initially in pre-training and thereafter in staff development with new teachers.

CBAE Training Format Objectives:
The staff training format presented here covers the total spectrum of organizing and managing a CBABE program. It takes into account the program manager, counselor, and teacher in assuring that all three will acquire adequate knowledge to provide a successful CBABE instructional program for adult learners.

Classroom Management, Equipment, Materials:
As a result of training, administrators, counselors, and teachers will be able to:

- know types of equipment used in CBABE.
- know role of facilitator in CBABE.
- know classroom management techniques.
- administer a CBABE Center or classroom.
- know difficulties of transition of a facilitator from traditional instruction to CBABE program.
- know a working definition of CBABE.

Assessment, Design, Facilities:

As a result of training, teachers and counselors will be able to:

- identify elements of reliable and valid tests.
- create a reliable and valid test that measures stated competencies.
- use commercial test materials for diagnosis, prescription, and evaluation.
- communicate deficiencies to administrator (manager).
- evaluate suitability of a facility by using a given checklist.

Roles and Responsibilities:

As a result of training, administrators, counselors, and teachers will be able to:

- understand the difference between a time-based and competency-based program.
- develop and implement a CBAE classroom management system.
- evaluate the program.
- develop a philosophy of a CBABE program based in research and practice.
- implement an effective CBABE program.
- develop jointly a procedure of evaluation of CBABE instructors and the program.

Records, Grades, and Credit:

As a result of training, administrators, counselors, and teachers will be able to:

- know forms and tests to be used.
- know how to accurately complete forms and administer tests.
- know processes for an established system of record keeping (record center, guidance, etc.).
- know the monitoring process for record-keeping procedures.
- know requirements of local, state, and federal laws for maintenance and security of records.
- know what are appropriate facilities for records and testing.
- know and implement changes in requirements (i.e., the laws).

Intake and Prescription:

As a result of training, administrators, counselors, and teachers will be able to:

- demonstrate the intake process pertaining to CBABE (interview, diagnosis, sequence, prescription, remediation, exit.)
- demonstrate lab/class procedures for prescriptive process toward completion of competencies.
- identify the correct forms for record-keeping and reasons for the use of each.
- demonstrate accountability for dissemination of information to each other and to students.
- participate in training new staff in intake processes.
- know lab/class procedures.
- demonstrate responsibility in the overall management of the CBAE program.

FTE Accounting & Registration:

As a result of training, administrators and teachers will be able to:

- identify the steps to be followed in registering students.
- interpret student placement test results.

- correctly complete the student registration forms.
- identify credit requirements for students and options available for them within subject areas.
- counsel adults in need of Adult Basic Education or Pre-G.E.D. skills prior to entry into academic credit program.
- maintain an accurate and complete attendance record for FTE reportings.
- demonstrate knowledge of all aspects of the registration process and provide the assistance and supervision needed for the CBABE program (manager, counselor).
- collect, record, and report all required FTE information (manager, counselor).
- evaluate transcripts for student placement (manager, counselor).
- advise students about program options and community services.

Resources for Staff Development

The following is a list of resources developed through 310 Special Demonstration and Teacher Training Project grants, Staff and Program Development grants, and locally created materials that Brevard Community College uses for staff development.

CBAE Resources:

1. CBAE Management Guide (1985) BCC

   A training manual to introduce the concept of CBAE and the overall management of a CBAE program.

2. CBAE Student Services Guide (1985) BCC

   Although indigenous to the BCC adult program, this guide is used in training staff on CBAE intake and exit procedures for adult high school credit diploma. This guide serves as an excellent reference to counseling services and contains numerous forms used in a CBAE program. If serving dual-enrolled students (day school students attending CBAE classes to transfer credits), guidelines are presented on how these students differ as to services and instruction.

3. CBAE Classroom Management Guide (1986) BCC

   This guide is a reference and training manual for teachers new to the CBAE instructional processes. Detailed information is provided on record-keeping and responsibilities of a competency-based instructional environment for an adult high school diploma.

4. CBABE Manual for Level I (0-4.9) & Level II (5-8) (1988) BCC

   This manual reviews much of the material presented in the above listed guides but in the context of the adult basic education learner. It is used as a training manual on how to use the CBABE curriculum, Level I and Level II.

5. ABE Outreach Teacher/Recruiter/Counselor Program (1986, rev.) BCC

   This manual is used in training Adult Basic Education outreach instructors who hold classes in low socioeconomic areas. This program was first started in 1977 and received recognition from the State Board of Community Colleges as the exemplary program in ABE outreach, April, 1987. The central theme of the booklet centers around using unique individuals from the community they serve to act as first the counselor/recruiter and then the instructor of the students they recruit. Outreach classes are held in churches, community centers, and Housing Authority Rent houses.

6. BEST-PAL (Basic Education Skills Through-Parent Affective Learning) (1986, rev.) BCC

   This program contains a "Process Manual for BEST-PAL," "BEST-PAL Leader's Guide," and two levels of instructional modules - Level I (reading 2-3) and Level I (reading 6-7). Eight to nine topics are covered on parenting. Basic skills in reading comprehension and word recognitions are taught along with parenting skills. The intent of this program is low socioeconomic adult learners and the building of parent support groups within low income communities. This is a companion program to ABE Outreach which aids in recruitment of students to outreach centers.

7. Educational Mentoring (1983) BCC

   This project involves training educational mentors in business, industry, the public sector, and community agencies. The primary focus is awareness of undereducation within the workforce and the importance of having educational "counselors" available in personnel offices to give assistance to workers and those who apply for work. A "Process Manual" on how to organize the training and its components and an "Educational Mentoring Guide" is part of this program. To accompany this training, an overall reference guide to educational opportunities within a community would need to be developed.

CBAE Resource Personnel - Florida

The following are contacts in Florida who can give training and technical assistance on Competency-Based Adult Education. This includes the CBAE concept and program management for adult high school diploma and Adult Basic Education.

Elizabeth Singer, Dean for Adult/Community Education, Cocoa Campus
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922 (407) 632-1111, Ext. 3180

BCC Support Trainers:

Rebecca Camp, BCC Counselor
CBAE Classroom Management

John Wigley, BCC Dean
Cocoa Adult/Community
CBAE Administration & Counseling

Dr. Lucy Guglielmino, Associate Professor
FAU No. Broward Campus
1515 West Commercial Blvd.
Ft. Lauderdale, FL 33309
(305) 776-1240 ext. 4207

Dr. Waynne James, Associate Professor
University of South Florida FAO 226
Tampa, FL 33620
(813) 974-3455

Dr. William Blank, Associate Professor
University of South FLorida FAO 226
Tampa, FL 33620
(813) 974-3455

Dr. Ellen West, Principal
Agribusiness & Adult Education Center
3000 E. University Avenue
Gainesville, FL 32601

Carolyn Crews-Whitby, Adult High School Curriculum Resource Teacher
Orange County Public Schools
P. O. Box 271
Orlando, FL 32802

Sue Mincey, Director Adult/Community Education
4748 Beneva Rd., Pt. A
Sarasota, FL 34233

State Contact: John E. Lawrence, Bureau Chief
Bureau for Adult/Community Education
Department of Education
Knott Building
Tallahassee, FL 32399

SECTION IX

APPENDICES

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APPENDIX A

Level I & II

ADULT EDUCATION

PROGRAM COURSE STANDARDS

ADULT BASIC EDUCATION

July, 1987

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
BUREAU OF ADULT AND COMMUNITY EDUCATION
ADULT EDUCATION/LIFELONG LEARNING SECTION
TALLAHASSEE, FLORIDA 32399
(904) 488-8201

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Adult Basic Education

- Curriculum Frameworks . . . .
- Performance Standards . . . .

FOREWORD

This document contains curriculum frameworks and student performance standards for the course Adult Basic Education. This course provides instruction for adults functioning on less than an 8th grade level, as measured by tests approved by State Board of Education Rule 6A-6.014.

Adult Education standards are estblished pursuant to Section 229.565 and to Section 232.2454, Florida Statutes, for school districts and community colleges.

Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome.

The standards do not prescribe how instruction should be delivered since decisions relative to the delivery of instruction must be made by school districts and community colleges within the context of local condtions. The Division of Vocational, Adult and Community Education, Florida Department of Education, supports the belief that competency-based education is the most effective means of providing programs and courses that conform to these established standards.

INTRODUCTION: ADULT BASIC EDUCATION

According to the Adult Education Act of 1984, Title 1 -- Adult Education Act, Amendments, Section 301-303, the following definitions apply to the identification of the adult basic student:

Sec. 302 (1) (Purpose) Enable all adults to acquire basic skills necessary to function in society, (2) enable adults who desire to continue their education to at least the level of completion of secondary school, and (3) make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens. Sec. 303 (a) states that the term "adult" means an individual who has attained 16 years of age or who is beyond the age of compulsory school attendance under State Law, except that for the purpose of section 305(a), the term "adult" means an individual 16 years of age or older.

State School Board Rule: Chapter 6A-6.011 Definition of Adult Student. An adult student is one who is beyond the compulsory school age and one who has legally left the elementary or secondary school. Chapter 6A-6.013 Curriculum of Adult General Education defines Adult Basic Skills education programs (1) (a) as "A group of courses at or below the eighth grade level including reading, mathematics, social studies, science, health, the language arts, consumer education, English for new Americans or as a second language and remediation courses for certificate of completion recipients to prepare them to meet the standards required to receive a high school diploma.

Adult Basic Education encompasses instruction for foreign-born as well as exceptional adults. The teaching approach is based on assessed individual achievement levels and abilities, with recognition given to previous mastery within a subject area. Basic skills may be developed through instruction in natural and social sciences, health, consumer education, language arts, and English for persons who speak another language. Through an open entry-open exit, competency-base mode, adults move through three levels, using reading, writing and mathematics as measures of progression. Levels are designated as Level I (0.-3.9), Level II (6.0-6.9), and Level III (7.0-8.9). Adult learners may be performing at different levels, or working on different subjects, and progressing at different rates, depending upon aptitudes, ability, achievement, and learning goals. For example, learner goals may be defined as: (1) learning to read or write, or mastering mathematics as dictated by personal needs, (2) taking the GED or entering the high school diploma program, or (3) meeting any other learner needs related to everyday life coping skills which help individuals become more self-directed and more employable, productive members of society.

CURRICULUM FRAMEWORK PROGRAM AREA: Adult Education

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1987

COURSE TITLE: Adult Basic Education

CODE NUMBER: Secondary 9900000 Postsecondary ____________
Florida CIP ____________

SECONDARY SCHOOL CREDITS N/A COLLEGE CREDITS ____ POSTSECONDARY ADULT VOCATIONAL CREDITS ____

APPLICABLE LEVEL(S): ___ 7-9 ___ 9-12 ___ Postsecondary Adult Vocational
___ Postsecondary Vocational x Other 1-8

CERTIFICATION COVERAGE: Any Field

I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to offer basic literacy and life skills for adults who are performing at or below the 8the grade level. The content should include, but not be limited to, reading, writing, and mathematics concepts across the content areas which are applicable to everyday coping skills necessary for adults.

II. **LABORATORY ACTIVITIES:** Not applicable.

III. **SPECIAL NOTE:** Not applicable.

IV. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to:

01. Demonstrate the ability to apply the skills of reading, speaking, listening and observing to meet the needs of everyday living.

02. Demonstrate the ability to express in writing one's ideas and needs to provide information in order to function successfully in society.

03. Demonstrate the ability to compute and to use mathematical concepts to solve problems encountered in daily living.

04. Demonstrate an understanding of and apply basic life science concepts and facts.

05. Demonstrate an understanding of and apply basic physical science concepts and facts.

06. Demonstrate an understanding of and apply basic earth/space science concepts and facts.

07. Know and apply the basic concepts of health education.

08. Know and apply the basic concepts of history and the various social sciences.

09. Know and apply the basic concepts of consumer education.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1987

PROGRAM AREA: Adult Education SECONDARY NUMBER: 9900000

PROGRAM TITLE: Adult Basic Education POSTSECONDARY NUMBER: ________

After successfully completing this course, the student will be able to

01. Demonstrate the ability to apply the skills of reading, speaking, listening and observing to meet the needs of everyday living.

The student will demonstrate readiness skills.

01.01 use left to right eye movement.
01.02 recognize likeness and differences.
01.03 orally identify pictured objects.
01.04 identify the letters of the alphabet.
01.05 listen and join in classroom discussions.
01.06 listen and follow simple directions.

The students will demonstrate knowledge of a basic vocabulary as determined by a specified word list.

01.07 identify frequently used words on sight.
01.08 identify the meanings of frequently used words presented in context

The student will recognize sounds and their association with letters.

01.09 identify initial sounds
01.10 identify signal vowels, vowel combinations, and vowel-consonant variants.
01.11 identify single consonant sounds.
01.12 identify consonant blends and digraphs.
01.13 use correct pronunciation in oral reading.
01.14 demonstrate knowledge of syllabication and dictionary pronunciation.

The student will determine word meaning from a knowledge of word parts as used in a given context.

01.15 identify the meanings of words with prefixes.
01.16 identify the meanings of words with suffixes.
01.17 identify the meanings of contractions.
01.18 identify and select inflected words in a given context.
01.19 identify the meaning of plural nouns.
01.20 identify the meaning of verbs denoting the past, present, or future.
01.21 identify the meanings of compound words.
01.22 identify the meanings of abbreviations.
01.23 determine the meaning of a sentence which contains negative words.
01.24 identify the meaning of comparative and superlative forms of adjectives and comparative forms of adverbs.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1987

PROGRAM AREA: Adult Education SECONDARY NUMBER: 9900000

PROGRAM TITLE: Adult Basic Education POSTSECONDARY NUMBER:

The student will demonstrate literal comprehension skills by responding to oral or written questions about reading selections.

01.25 Determine the main idea of a paragraph.
01.26 answer "who" questions about sentences or paragraphs.
01.27 answer "what" questions about sentences or paragraphs.
01.28 answer "where" questions about sentences or paragraphs.
01.29 answer "when" questions about sentences or paragraphs.
01.30 answer "which" questions about sentences or paragraphs.
01.31 answer "how" questions about sentences or paragraphs.
01.32 identify the order of events in a paragraph.
01.33 identify the cause or effect implied in a paragraph.
01.34 follow written directions.

The student will demonstrate inferential comprehension skills.

01.35 identify the meanings of words in context using example clues.
01.36 identify the meanings of words in context using direct explanation clues.
01.37 identify the meanings of words in context using synonym clues.
01.38 identify the meanings of words in context using comparison and contrast clues.
01.39 identify the pronoun referent in a sentence or paragraph.
01.40 identify the main idea implied in a paragraph.
01.41 identify the cause or effect implied in a paragraph.
01.42 identify an appropriate conclusion or generalization for a paragraph.

The student will demonstrate evaluative comprehension skills.

01.43 distinguish between real and unreal actions or events in a paragraph.
01.44 distinguish between fact and opinions in a paragraph.

The student will demonstrate appropriate skills for obtaining information.

01.45 place words in alphabetical order.
01.46 obtain appropriate information from pictures, maps or signs.
01.47 obtain appropriate information from diagrams, tables, graphs or schedules.
01.48 obtain appropriate information from indexes, tables of contents, and dictionary entries.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1987

PROGRAM AREA: Adult Education SECONDARY NUMBER: 9900000

PROGRAM TITLE: Adult Basic Education POSTSECONDARY NUMBER: ________

01.49 obtain appropriate information from commonly used forms.
01.50 identify the appropriate source to obtain information, using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers.

After successfully completing this course, the student will be able to

02. **Demonstrate the ability to express in writing one's ideas and needs and to provide information in order to function successfully in society.**

The student will write legibily.

02.01 write legible capital and lower case letters.
02.02 write legible cursive handwriting.
02.03 group letters to form words.
02.04 space words to form sentences.
02.05 space sentences to form a legible paragraph.

The student will compose grammatically correct sentences.

02.06 write the singular and plural forms of nouns correctly.
02.07 write declarative sentences having compound subjects and/or verbs.
02.08 make subjects and verbs agree.
02.09 use the appropriate forms of common regular and irregular verbs in writing.
02.10 write declarative and interrogative sentences using appropriate word order.
02.11 write compound declarative sentences using appropriate word order.

The student will organize objects and information into logical groupings and orders.

02.12 classify pictures and shapes under appropriate headings.
02.13 arrange pictures in an appropriate sequential pattern.
02.14 classify words naming objects with similar characteristics under appropriate headings.
02.15 arrange events in sequential order.
02.16 group words that name objects which are similar.
02.17 generate headings for groups or words or phrases.
02.18 write a set of simple directions.
02.19 organize information related to a single topic.

The student will write a paragraph expressing ideas clearly.

02.20 write a paragraph giving information in support of one topic.
02.21 write a paragraph using chronological order.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1987

PROGRAM AREA: Adult Education SECONDARY NUMBER: 9900000

PROGRAM TITLE: Adult Basic Education POSTSECONDARY NUMBER: ______

The student will write letters and messages.

02.22 dictate or write a friendly letter.
02.23 use the proper form when writing a simple business letter.
02.24 use the proper form when addressing a business envelope.

The student will spell, punctuate, and capitalize correctly.

02.25 proofread for spelling.
02.26 spell months of the year, days of the week, and numbers from one to one hundred twenty-one.
02.27 use a dictionary to spell words having phonetically regular beginnings.
02.28 spell words needed in writing through grade eight.
02.29 spell commonly used "consumer" words.
02.30 spell commonly used "survival" words.
02.31 apply generalizations for adding common suffixes.
02.32 use a period or question mark to punctuate simple declarative or interrogative sentences, respectively.
02.33 use a period to complete abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.).
02.34 use a comma between cities and states and between the day of the month and the year.
02.35 use a comma after the greeting and after the closing of a friendly letter.
02.36 use an apostrophe to form contractions.
02.37 use a comma to separate words in a series.
02.38 use a comma to set off proper names in direct address.
02.39 use an apostrophe to show the possessive of nouns.
02.40 capitalize the first letter of the first word of a sentence, the pronoun "I", and the first letters in the names of persons.
02.41 capitalize a simple greeting and the first word of the closing of a letter.
02.42 capitalize common titles (Mr., Mrs., Dr., Miss), and proper nouns which name persons, days of week, months of the year, and the names of streets, cities, states, and countries.
02.43 capitalize commonly used abbreviations for proper nouns.
02.44 capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal title, and holidays.

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After successfully completing this course, the student will be able to

03. Demonstrate the ability to compute and to use mathematical concepts to solve problems encountered in daily living.

The student will read and write numerals.

03.01 identify numeral zero to hundred.
03.02 count the number of objects in a set of less than 100 objects.
03.03 read and write the numerals for any given whole number less than 100.
03.04 read and write names for whole numbers less than 100.
03.05 count the number of objects in a set of less than 1000 objects.
03.06 read and write the numerals for any given whole number less than 10,000.
03.07 read and write names for numeral for any given whole number less than 10,000.
03.08 read and write, in numeral, money values through five dollars.
03.09 read and write the numeral representing any whole number less than ten million.
03.10 read and write the fractions having denominators of 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, or 100.
03.11 read and write money values through $1,000.
03.12 read and write names for 3-digit whole numbers.

The student will round numbers.

03.14 round a whole number less than 100 to the nearest 10.
03.15 round a whole number less than 10,000 to any designated place.
03.16 round a number less than 10 with no more than two decimal places to the nearest whole number.
03.17 estimate by first rounding to the nearest ten, hundred or thousand.

The student will put numbers in order.

03.18 identify the smaller or larger of any two given whole numbers less than 20.
03.19 write the numeral that comes just before, just after, or between given whole numbers less than 100.
03.20 using a reference point, identify the ordinal position of any object in a set of no more than 10 objects.
03.21 put in order three whole numbers less than 1,000.
03.22 using a reference point, identify the ordinal position of any object in a set of less than 100 objects.
03.23 put in order three whole numbers less than 10,000.

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The student will add whole numbers.

03.24 add two 1-digit numbers (basic facts) given in vertical and horizontal notation.
03.25 add three 1-digit numbers sum through 18, given in vertical and horizontal notation.
03.26 add a 2-digit number to a 2-digit number, without regrouping.
03.27 add a 1-digit number to a 2-digit number, without regrouping.
03.28 add three of four 3-digit numbers, given in vertical and horizontal notation, without regrouping.
03.29 add a 1, 2, or 3-digit number to a 3-digit number.
03.30 add four 3-digit numbers, given in vertical and horizontal notation, with regrouping.
03.31 add three 4-digit numbers.

The student will subtract whole numbers.

03.32 subtract basic facts, sums through 18, given in vertical and horizontal notation.
03.33 subtract a 1-digit number from a 2-digit number, with and without regrouping, given in vertical and horizontal notation.
03.34 subtract two 2-digit numbers, with and without regrouping, given in vertical and horizontal notation.
03.35 subtract two 3-digit numbers, given in vertical and horizontal notation, with only one regrouping.
03.36 subtract two 4-digit numbers, given in vertical and horizontal notation, without regrouping.
03.37 subtract two 4-digit numbers, given in vertical and horizontal notation, with only one regrouping.
03.38 subtract two 5-digit numbers.

The student will multiply whole numbers.

03.39 determine the total number of objects when given sets of equal amounts, total not exceeding 12.
03.40 write basic multiplication facts, given in vertical and horizontal notation, products through 81.
03.41 multiply a 1-digit and a 2 or 3-digit number, given in vertical and horizontal notation.
03.42 multiply a 2-digit number and a 3-digit number.

The student will divide whole numbers.

03.43 group twelve of fewer objects into sets of equal amounts (no remainders).
03.44 write basic division facts, products through 81, using both symbols.
03.45 divide a 2 or 3-digit number by a 1-digit number with remainder zero, without regrouping, using

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03.46 divide a 5-digit number by a 1-digit number, with and without regrouping.
03.47 divide a 3-digit number by a 2-digit number include multiples of 10.

The student will demonstrate an understanding of fractions, decimals, and percents.

03.48 identify one-half, one-third, or one-fourth of a given region.
03.49 identify equivalent fractional pats of regions that have been separated into halves, fourths, fifths, eighths, or tenths.
03.50 identify one-half, one-third, or one-fourth of a set having no more than 12 objects, with no remainder.
03.51 add proper fractions (with like denominators without simplification).
03.52 add two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10.
03.53 subtract proper fractions (with like denominators without simplification).
03.54 subtract two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10.
03.55 multiply two proper fractions.
03.56 multiply a proper fraction with denominator of 2, 3, 4, 5, 6, 8 or 10 by a whole number such that the product is a whole number.
03.57 add three numbers, each having no more than two decimal places.
03.58 subtract two numbers, each having no more than two decimal places.
03.59 multiply a whole number and a number having no more than two decimal places.
03.60 multiply two decimal fractions, both named in tenths or in hundredths.
03.61 divide a decimal name in tenths or hundredths by a 2-digit whole number, such that quotient is a number needed in hundredths with remainder zero.
03.62 identifying a decimal or percent that is equivalent to a proper fraction having a denominator of 10 or 100.

The student will measure time, temperature, distance, capacity, and mass/weight.

03.63 state the days of the week in consecutive order.
03.64 state the months of the year in consecutive order.
03.65 state the date by month, day and year, using a calendar.
03.66 select a clock which matches a given hour or half-hour time.
03.67 tell time on the hour, half-hour, quarter-hour, and in minutes.

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03.68 determine the temperature using Fahrenheit or Celsius thermometers.
03.69 using a given unit measurement (inch, centimeter, non-standard), determine the length of an object in whole units.
03.70 determine the length, width, or height by measuring objects in centimeters, meters, inches, feet, or yards.
03.71 determine capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, metric cups, and liters.
03.72 determine mass/weight by measuring to the nearest gram, kilogram, ounce, and pound.

The student will solve money problems.

03.73 identify coins and currency of different value.
03.74 identify sets of coins equivalent in value to a set of coins, valued 25¢ or less.
03.75 determine equivalent amounts of up to five dollars using coins and paper currency.
03.76 determine change from one dollar.
03.77 read and write numerals for money (values through five dollars).
03.78 determine equivalent amounts of up to twenty dollars using coins and paper currency.
03.79 use addition, without regrouping, to solve real world problems involving two purchases totaling no more than 50¢.
03.80 solve real-world problems involving purchases with change from a twenty-dollar bill.
03.81 solve real-world problems involving comparison shopping for purchases less than ten dollars.

The student will interpret graphs, tables, and maps.

03.82 read and determine relationships described by pictographs or bar graphs expressed in whole units.
03.83 read and determine relationships described by bar graphs or pictographs.
03.84 using a table of metric measures, convert within the metric system using the following units; mm, cm, m, km, ml, L, mg, g, and kg.
03.85 locate a point on a highway map.
03.86 measure distance on a map, using a scale.

The student will solve real-world problems involving whole numbers.

03.87 solve real-world problems involving addition of two 1-digit or two 2-digit numbers, without regrouping.
03.88 solve real-world problems involved in subtraction of two 1-digit or two 2-digit numbers, without regrouping.

03.89 solve real-world problems involving addition of three 3-digit numbers, with no more than one regrouping.
03.90 solve real-world problems involving subtraction of two 3-digit numbers, with no more than one regrouping.
03.91 solve one step real-world problems involving multipication of 1-digit number and a 2 or 3-digit number.
03.92 solve real-world problems involving addition or subtraction of 4-digit numbers.
03.93 solve real-world problems involving multiplication of a 2-digit number and a 3-digit number.
03.94 translate a one-step real-world problem into the appropriate number sentence.

The student will solve real-world problems involving fractions, decimals, and percents.

03.95 solve real-world problems involving multiplication of a proper fraction and a proper fraction or whole number.
03.96 solve real-world problems involving addition and subtraction of decimals.
03.97 The student will identify geometric figures and shapes, identify a circle, square, triangle, cube, cylinder, cone, sphere and an angle.

The student will solve measurement problems.

03.98 determine the elapsed time between two events stated in days, months, or years with regrouping.
03.99 determine the perimeter of triangles, squares, and rectangles with whole number dimensions.
03.100 solve linear measurement problems with centimeters, meters, inches, feet, or yard, using addition or subtraction, with no conversion.
03.101 solve capacity problems with liters, cups, pints, or quarts, using addition or subtraction, with no conversion.
03.102 solve mass/weight problems with grams, kilograms, ounces, or pounds, using addition or subtraction, with no conversion.

After successfully completing this course, the student will be able to

04. Demonstrate an understanding of and apply basic life science concepts and facts.

04.01 list requirements necessary for life.
04.02 contrast characteristics of living and non-living things.
04.03 identify the chemical elements commonly found in living organisms (carbon, hydrogen, oxygen and nitrogen).
04.04 classify selected groups of living things as plants or animals.

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04.05 recognize the major physical differences between plants and animals.
04.06 identify environmental conditions necessary for plant growth.
04.07 identify the stags of growth of a plant as seed, seedling and mature plant.
04.08 identify the function of each plant part (root, stem and leaf).
04.09 identify the uses of plants other than for food.
04.10 select examples of how living things grow and change.
04.11 identify changes in the environment that can affect plant growth.
04.12 classify common foods obtained from plants as roots, stems, leaves or fruits.
04.13 identify common animals with their natural environment.
04.14 state that animals require oxygen and they give off carbon dioxide.
04.15 explain the positive and negative effects of an animal's environment on its survival.
04.16 describe the useful and harmful effects of insects.

04.17 identify the major organs of each body system in the human body.
04.18 identify examples of air, land and water pollution
04.19 describe ways to prevent air, water and land pollution.

After successfully completing this course, the student will be able to

05. Demonstrate an understanding of and apply basic physical science concepts and facts.

05.01 identify properties of air and water.
05.02 identify and classify matter as solid, liquid or gas.
05.03 recognize that an electric current can make heat and light.
05.04 distinguish between conductors and nonconductors of electricity.
05.05 identify how temperature change affects the states of matter.
05.06 identify simple machines used to make word easier (lever, inclined plane, pulley and wedge).
05.07 describe methods of reducing noise.
05.08 use a thermometer to determine the temperature of a liquid.
05.09 identify the freezing and the boiling points of water on the Celsius and Fahrenheit temperature scales.
05.10 describe how heat influences our everyday lives (i.e., food, cooking and refrigeration, heat, air conditioning and weather).
05.11 illustrate the reduction of heat loss by insulating materials.

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After successfully completing this course, the student will be able to

06. **Demonstrate an understanding of and apply basic earth/space science concepts and facts.**

06.01 identify sources of water.
06.02 identify the major use of water.
06.03 recognize that the majority of the earth's surface is water
06.04 recognize the effects of erosion.
06.05 recognize that the forces of weather change the earth's surface.
06.06 identify the differences between tornados and hurricanes.
06.07 identify relationships between the sun, moon and the earth.
06.08 recognize the sun as the principal source of energy.
06.09 recognize the relationship between the earth and sun in terms of time (day and year).
06.10 identify natural resources used to generate energy.
06.11 identify renewable and nonrenewable natural resources.
06.12 identify natural resources found in the ocean.
06.13 identify factors that determine weather.
06.14 demonstrate ability to track hurricanes on a map or chart.
06.15 explain why afternoon thunderstorms are common in Florida.

After successfully completing this course, the student will be able to

07. **Apply the basic concepts of health education.**

07.01 identify common ailments and seek appropriate medical assistance.
07.02 identify medical and dental forms and related information.
07.03 demonstrate an understanding of how to select and use medications.
07.04 demonstrate an understanding of basic safety procedures.
07.05 identify skills for self-awareness, self-acceptance and self-improvement.
07.06 demonstrate skills necessary for the enhancement of interpersonal relationships.
07.07 understand the physical, mental, emotional, social, economic and legal consequences of drug abuse.
07.08 identify techniques for managing stress and time management.
07.09 identify the roles and services of local health agencies in the community.

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07.10 demonstrate knowledge of good nutritional principles leading to the promotion of health and weight management throughout the stages of life.
07.11 identify cooperative efforts which can promote a higher level of health and environmental quality within a community.
07.12 identify the causes, effects, symptoms and methods of preventing and controlling major diseases and disorders.
07.13 identify the physiological and social implications of personal hygiene practices.

After successfully completing this course, the student will be able to

08. Apply the basic concepts of history and the various social sciences.

08.01 explain causes and consequences of specific historical events.
08.02 interpret information from charts, maps, globes, and graphs.

08.03 explain how the life styles of different cultures have different impacts upon the environment.
08.04 demonstrate an understanding of a citizen's rights and responsibilities.
08.05 contrast what it means to be a citizen in the United States with what it means in an authoritarian society.
08.06 demonstrate an understanding of the concept of taxation.
08.07 demonstrate a knowledge of employability skills.
08.08 identify community agencies and services, including leisure time resources and facilities.
08.09 identify major individuals, events, and characteristics of past periods in American history.
08.10 demonstrate an understanding of the uniqueness of the American people as a synthesis of various cultures.
08.11 explain the significance of geography on the development of Florida.
08.12 locate and identify the continents and major countries of the world.
08.13 demonstrate an understanding of the structure and function of government at all levels of American political life.
08.14 utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.
08.15 demonstrate an understanding of the importance of participation in community services, civic improvement, and political activities.

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08.16 demonstrate an understanding of the role that lawyers, law enforcement officers, youth and adult correctional officers, and court officials play in our system of justice.

08.17 demonstrate an understanding of the nature and consequences of crime.

08.18 demonstrate an understanding of the family as an institution and the responsibilities and interactions of the various members.

After successfully completing this course, the student will be able to

09. Apply the basic concepts of consumer education.

09.01 use weights, measures, measurement scales.

09.02 apply principles of comparison shopping in the selection of goods and services.

09.03 demonstrate an understanding of methods and procedures used to purchase goods and services.

09.04 demonstrate an understanding of methods and procedures to obtain housing and services and related maintenance.

09.05 apply principles of budgeting in the management of money.

09.06 demonstrate an understanding of consumer protection laws and resources.

09.07 demonstrate an understanding of procedures for the care, maintenance, and use of personal possessions.

09.08 use banking and financial services in the community.

09.09 demonstrate an understanding of methods and procedures for the purchase and maintenance of an automobile.

09.10 demonstrate an understanding of the principles involved in purchase of automobile, homeowners and life insurance.

09.11 demonstrate an understanding of guarantees, warranties, and right to redress.

09.12 interpret driving regulations.

APPENDIX B

Acronyms

Identified below are some of the more common acronyms that are used in this manual, or that you may encounter in your readings.

ABE:	Adult Basic Education
ABE/TRC:	Adult Basic Education Teacher/Recruiter/Counselor
AGE:	Adult General Education
CASAS:	Comprehensive Adult Student Assessment System
CBABE:	Competency-based Adult Basic Education
CBAE:	Competency-based Adult Education
CBE:	Competency-based Education
CIS:	Community Instructional Services
CE:	Community Education
CRT:	Curriculum Resource Teacher
DOE:	Department of Education
ESL:	English as a Second Language
ESOL:	English for Speakers of Other Languages
FTE:	Full-time Equivalency
GED:	General Educational Development
HRS:	(Department of) Health and Rehabilitative Services
HSCP:	High School Credit Program
JTPA:	Job Training and Partnership Act
LEA:	Local Education Agency
NAEP:	National Assessment of Educational Progress
PLUS:	Project Literacy U.S.
TABE:	Test of Adult Basic Eduation

APPENDIX C

Glossary

Program Terminology:

1. **Adult Education:** Programs encompassing adult basic education, adult secondary education (credit program), GED preparation and testing, and other more specific courses, i.e. ESOL can fall under this definition of adult education.

2. **Adult General Education:** Non-vocational elementary, secondary, and community service courses for adults. These may include courses leading to a high school diploma, courses for citizenship and/or learning English, or courses designed to meet the needs of adults as individuals, as parents, as members of a family, or as citizens of a community.

3. **Community Education:** A concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement. Community education provides a comprehensive and coordinated delivery process for providing educational, recreational, social and cultural services for all members of the community, regardless of age.

4. **Community Instructional Services:** Program provides non-credit educational activities directed toward the resolution of seven community problems: Environment, health, safety, human relations, government, child rearing, and consumer economics.

5. **Continuing Education:** Non-credit short-term courses and seminars, usually classified as vocational supplement (job upgrading for workers in the field); lifelong learning courses to enhance personal competencies, and leisure time/recreational courses.

6. **Leisure Time/Self-Support Courses:** Localized courses that are self-supporting by fees and do not generate FTEs.

7. **Lifelong Learning:** The continuation of education throughout a person's life span.

8. **Vocational Education:** Education preparing one with specialized training for the world of work.

Literacy Terminology:

1. **Adult Basic Education:** Open entry/open exit competency-based courses for adults aged 16 and older and no longer in public or private secondary schools who have demonstrated lack of basic skills in reading, writing, and math at or below the eighth grade level.

2. **Adult High School Diploma:** Diploma awarded for completion of high school credits.

3. **Adult Literacy Month:** In 1985, the Governor of Florida proclaimed September as Adult Literacy Month. Some national organizations related to literacy have proclaimed October as adult literacy month. Local literacy providers work together through the media, business, industry, community agencies, and government to provide public awareness and program involvement of adult illiterates or functional illiterates.

4. **Adult Literacy Volunteers:** Adult literacy volunteers are usually members of the county coalitions associated with the library system within each county. There are two types of

volunteer groups: The Laubach Volunteers and the Literacy Volunteers of America. Volunteers in these groups are trained to conduct one-to-one tutoring of reading to adults achieving at the 0-6 grade levels.

5. **Centers for Adult Literacy:** Actually, designated public supported adult education programs are "centers for adult literacy", since that is their primary focus. A more narrow definition in Florida relates to legislation which created seven centers for adult literacy with start-up funds from State Lottery dollars in 1987. These seven centers (Brevard Community College, Daytona Beach Community College, Okaloosa-Walton Community College, Miami Dade Community College, and Broward, Polk, Santa Rose counties) are to serve as models for other adult programs.

6. **Co-enrollment:** See Dual Enrollment

7. **Competency-Based Adult Basic Education:** A performance-based process that demands demonstration of mastery of basic skills at the basic levels (grades 0-4.9) and 2 (grades 5.0-8).

8. **Competency-Based Adult Education:** A performance based process leading to demonstrated mastery of basic life skills necessary for the individual to function in society.

9. **Competency-Based Adult High School Completion:** This is a performance based process leading to demonstrated mastery of academic course competencies for a minimum of 24 credits and passing of State Assessment Testing. A CBAE high school diploma can be earned by adult students, age 16 or older and

no longer in private or public secondary schools **by completing** the required course credits and meeting State Assessment Testing requirements. An adult high school diploma is issued through the School Board or the Board of Trustees of the sponsoring agency. This diploma is currently acceptable for entry into the military.

10. **Dual Enrollment:** Same as Co-enrollment. Students earning credits to be applied toward regular day school graduation, but who are meeting those credits through enrollment in adult education courses.

11. **English as a Second Language (ESL):** ESL is a program to provide non-English speaking persons with survival or minimal speaking and writing skills so that they may succeed in ABE, GED, vocational training, or other educational programs.

12. **Florida Adult Literacy Plan:** This plan was initiated in January, 1988 to clarify that the State of Florida will target existing resources to assist adults who lack basic or functional literacy competencies in attaining skills, knowledge, and background necessary to positively impact their ability to become personally and economically self-sufficient through maximizing existing resources. The intent is to reduce the percent of illiteracy to 2.0 by 1995. Funding to providers from the State will depend upon the provider's initiating a local plan for approval.

13. **Functional Illiterate:** An adult who cannot read or write well enough to perform the common tasks of everyday life.

14. **General Educational Development Test (GED):** This GED is a national testing program for adults to demonstrate a high school equivalency ability. Each state usually administers the tests through local adult education programs and maintains standards for passing scores. There are five parts to the test: Writing Skills Part I (Grammar) and II (Essay), Social Studies, Science, Interpreting Literature and Arts, and Mathematics. Most states require minimum passing scores on each test and a complete test average. Additional requirements vary from state to state.

15. **High School Credit Program:** Offers individuals who are beyond compulsory school age and who have left full-time secondary schools the opportunity to earn a diploma. Courses are based on those listed in the State Course Code Directory and in most adult programs or offered through a competency-based instructional mode.

16. **Illiterate:** One who can neither read or write the English language well enough to function effectively for personal, professional and job-related reasons. Usually, an illiterate is performing academically below the 5th grade level.

17. **Parenting and the Literacy Movement:** In many cases, illiterate parents have children who do not value education. The adult literacy movement has become involved in specialized parenting eduation classes for low socio-economic, undereducated adults as a means for recruitment into literacy programs, improve parenting skills, and create community parent support groups.

18. **Project Independence:** Legislation which gives a commitment to move welfare recipients from dependence to independence. Project Independence will provide 28,000 people with a paycheck instead of a welfare check beginning in 1987-88. This effort derives strong interaction and agreements with the educational sector to help clients overcome educational deficiencies before and during employment.

19. **Project Literacy U.S. (PLUS):** Campaign to broaden public awareness of literacy problems in the United States and to encourage the mobilization of resources. A joint venture of the American Broadcasting Company (ABC) and the Public Broadcasting System (PBS).

APPENDIX-D

COMPETENCY-BASED ADULT BASIC EDUCATION

PRETEST

This pretest is designed to help you assess your entry knowledge about Competency-Based Adult Basic Education (CBABE). At the end of this session or self-study, you will take a Posttest which will be graded by the instructor.

Answer the following as directed:

1. Write in one sentence what you perceive is a valid definition of CBABE.

2. There are eight major areas involved in CBABE. Which of the following do not apply: (Circle)

   a. focus
   b. instructor's role
   c. learner's role
   d. objectives
   e. needs assessment
   f. instruction
   g. measurement
   h. time required for testing
   i. structured lectures

3. CBABE has eight sequential steps for program implementation. Two of the following steps are out of order. Renumber in proper order.

   ____ (1) curriculum materials
   ____ (2) objectives
   ____ (3) pretest
   ____ (4) performance standard
   ____ (5) learning activities
   ____ (6) self-check
   ____ (7) posttest
   ____ (8) exam

4. Which of the following statements are incorrect about CBABE?

   (1) CBABE is open entry, but not open exit.
   (2) CBABE has a time-in-class requirement for all adult students.
   (3) CBABE provides for individualized instruction.
   (4) CBABE lets students work at their own learning pace.
   (5) CBABE takes into account through pretesting knowledge and skills already acquired by students.

(6) CBABE requires all students to take a final exam for exit.
(7) CBABE provides that students be measured against what other students achieve.
(8) CBABE is based on curriculum frameworks and subject area performance standards (or specified competencies).
(9) CBABE provides for student progression through demonstrated competency mastery.
(10) CBABE incorporates life skills and adult interest instructional materials.

5. List three important components to CBABE classroom management.

(1)

(2)

(3)

(Grade your own pretest through facilitator help).

(Answers found in this manual.)

APPENDIX-E

COMPETENCY-BASED ADULT BASIC EDUCATION

POSTTEST

If you want to receive inservice points, please complete this posttest and other required information. Turn in to the facilitator before leaving the workshop.

Name: ____

Adult Center: ______________________________________

Address: _________________________________ Zip __________

Social Security No. _______________ Telephone: _______________

1. In one sentence, give a general definition of Competency-Based Adult Basic Education (CBABE).

2. Outline below the CBABE BASIC FLOW CHART. The first step is given. (See next page for **Key Words** to use.)

Step 1 - Program Orientation

Step 2 -

Step 3 -

Step 4 -

Step 5 -

Step 6 -

Less than Mastery	**Mastery**
Step 7 -	Step 7 -
Step 8 -	Step 8 -
Step 9 -	Step 9 -
Step 10 -	

Less Than Mastery

Step 10 -

3. The rationale is that 80% to 90% should be demonstrated on the posttest for each performance standard (competency). Why should you agree with this rationale?

4. Which one(s) of the following are not necessary for CBABE classroom management: (circle)

   a. file cabinets
   b. learning guides and pre/posttests
   c. instructional materials
   d. individual file folders
   e. competency mastery sheets
   f. performance standards
   g. overhead projector
   h. video tape play
   i. a teacher

5. Give three outcomes that research shows about the effectiveness of CBABE.

   a.

   b.

   c.

KEY WORDS FOR #2

Key Words: Mastery

Classroom Orientation
Pretest
Posttest
Course Standards
Testing Placement
Short-term Contract
Learning Activities
Recording of Mastery
Pretest/Next Learning Guide
Complete Learning Activities
Remediation
Final Exam
Completion of Records
Complete Additional Learning Activities

ANSWERS - SEE SECTIONS

1. Section IV-1
2. Figure VI-A, Section VI-3
3. Section V-11
4. Section V-9
5. Section IV

(Answer found in this manual)

Used in pad form - Project Independence - Business/Industry/
Job Services, etc.

IX-D-28

ABE REFERRAL FORM

BREVARD COMMUNITY COLLEGE

Center for Adult Literacy
1519 Clearlake Road
Cocoa, Florida 32922

EDUCATIONAL PROGRAM REFERRAL

Date: ______________ 19 _______

To: ____

From: ____

Referring Agency: ________________________________

Yes, I would like to continue my education.

____
Name

____
Address

_____ __________________________
Telephone

Do you want a counselor to contact you?

_______ Yes _______ No

What is the best time to get in touch with you?

____

CAL-01

Educational Program Area
Please Check All That Apply

- ☐ Adult Basic Education (Literacy)
- ☐ High School Credit Diploma
- ☐ GED (High School Diploma Test)
- ☐ Vocational/Technical
- ☐ College/Academic
- ☐ Other ______________________

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APPENDIX F

BIBLIOGRAPHY ON ADULT EDUCATION

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Curriculum Resources:

1. COMPETENCY-BASED EDUCATION CURRICULUM: Adult High School Completion, Brevard Community College, Open Campus, 1985-87 development. 42 courses with individual student directed learning guides, pre/posttests, semester final exams.

2. COMPETENCY-BASED ADULT EDUCATION MANAGEMENT GUIDE, 1985.

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3. COMPETENCY-BASED ADULT EDUCATION STUDENT SERVICES GUIDE, 1986.

4. COMPETENCY-BASED CLASSROOM MANAGEMENT GUIDE, 1986.

5. COMPETENCY-BASED ADULT BASIC EDUCATION, LEVEL II (5-8) CURRICULUM, Brevard Community College, Open Campus, 1986-87 development. 7 courses which include READING, WRITING, MATHEMATICS, HEALTH, SOCIAL STUDIES, SCIENCE, and CONSUMER EDUCATION. Self-paced, self-directed learning guides for each course's competencies, pre/posttests, final exams.*

6. COMPETENCY-BASED ADULT BASIC EDUCATION, LEVEL II (5-8) INSTRUCTORS MANUAL, 1987.

   *Each module is on IBM Computer Diskettes for reprinting of originals. A paste-up packet accompanies the loan of diskettes.

7. ADULT BASIC EDUCATION OUTREACH MANUAL: A guide for ABE Teacher/Recruiter/Counselors, by Elizabeth Singer, Brevard Community College, Open Campus, Revised, 1986.

8. BEST-PAL (BASIC EDUCATION SKILLS THROUGH-PARENT AFFECTIVE LEARNING)
   - Level I (2-3 reading level) Modules - 8 topics
   - Level II (5-6 reading level) Modules - 8 topics

9. BEST-PAL PROCESS MANUAL FOR PROGRAM IMPLEMENTATION by Elizabeth Singer.

10. BEST-PAL INSTRUCTOR'S MANUAL.

11. TRAINING MENTORS IN BUSINESS, INDUSTRY, & COMMUNITY AGENCIES AS EDUCATIONAL "COUNSELORS" - PROCESS MANUAL for program Implementation by Elizabeth Singer.

12. TRAINING MENTORS AS EDUCATIONAL COUNSELORS Booklet.

CENTER FOR ADULT LITERACY

Helping People Become Self-Sufficient Through Literacy Enhancement

INTRODUCTION

The Center for Adult Literacy at Brevard Community College was established in February 1988, as part of the Florida Legislature's initiative to develop the Florida Adult Literacy Plan. The Brevard County Center provides unique services to basic and functionally illiterate adults with the use of state funds provided through educational lottery dollars.

These non-instructional services include recruiting and counseling; providing information about available educational opportunities; and training volunteers to teach reading, writing, and mathematics to those adults academically below the sixth grade level. The Center also makes business, industry, government, community agencies, and the general public aware of problems facing both the literate and illiterate in economic, social, political and cultural areas.

GOALS AND OBJECTIVES

The major focus of the Brevard Community College Center for Adult Literacy is to refer persons lacking basic or functional literacy skills to appropriate public and private agencies. Objectives include:

- To provide a clearinghouse for literacy services and program publicity throughout Brevard County.
- To promote and support training of volunteers through community awareness publicity, a training facility, and instructional materials.
- To provide a centrally located facility and two satellite centers with direct telephone lines & staffing.
- To provide interfacing activities with social service agencies for literacy testing and recruitment, as well as with business, industry, and governmental agencies for training and counseling employees.
- To organize a countywide Center for Adult Literacy Task Force.
- To develop, implement and coordinate innovative strategies in identifying, contacting, counseling and referring basic and functionally illiterate persons for assistance to acquire adequate literacy skills.

PROCEDURES

Efforts have been underway in Brevard County for many years to help the adult who lacks adequate literacy skills. These efforts have been executed by public, private, and volunteer groups. Unfortunately these efforts have not been sufficient to keep pace with the adult illiterate rate.

These efforts have been characterized as fragmented, piecemeal, and isolated attempts at reducing our illiterate population. With the Center for Adult Literacy serving as a catalyst to promote coordination and cooperation among public schools, the community college, public libraries, literacy coalitions, volunteer groups, governmental agencies and other Brevard County community-based organizations, the team effort necessary to reduce the number of adults in need of literacy services is accomplished. In fulfilling its mission to identify, recruit, test, counsel and refer adults in need of literacy services, the Center for Adult Literacy cooperates with many agencies and literacy providers, including:

K-12 Education Program
Adult Education Program
Libraries
Department of Health and Rehabilitative
  Services Programs
Project Independence
State Employment Agency
State Correctional Education Program
Job Training and Partnership Act (JTPA)
Literacy Coalitions

SERVICES

The Center for Adult Literacy provides unique services to Brevard County's illiterate adults using state funds provided through educational lottery dollars. These services are strictly non-instructional. This eliminates that great obstacle to cooperation called competition, which is so prevalent in many educational programs and activities. The primary aim of the Center is to refer illiterate adults to instructional programs. These programs may offer instruction in a classroom setting, small groups, or one-to-one tutoring. Even though the Center is non-instructional, it does offer many educational services to adults who are in need of literacy skills. These services include recruiting, counseling, testing, and providing information about available educational opportunities. The Center also provides for the training of volunteer tutors to teach reading, writing, and mathematics to those adults who are in need of literacy skills.

Anyone who desires more information on any of these services, or who would like to be placed on a mailing list for future announcements, should call the Center for Adult Literacy; Cocoa Campus: 632-1111, ext. 2731, Melbourne Campus: 254-0305, ext. 2170 or the Whispering Hills Center: 383-3115.

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